

# WRITING RUBRIC

**Directions:** Read over this rubric carefully and decide how writing should be scored based on the descriptions provided. A blank scoring sheet is provided for your scores and comments.

Description	Below Standard (1)	Approaching Standard (2)	At Standard (3)	Above Standard (4)
<b>Focus</b> <i>The text focuses on a topic to inform a reader with ideas, concepts, and information.</i>	The text has an unidentifiable topic with minimal ideas, concepts, and information.	The text has an unclear topic with some ideas, concepts, and information.	The text focuses on a topic to inform a reader with ideas, concepts, and information..	The text focuses on an interesting topic that informs the reader with ideas, concepts, and information.
<b>Development/Support</b> <i>The text presents relevant facts, definitions, concrete details, quotations, and examples. The conclusion ties to and supports the information/explanation.</i>	The text contains limited facts and examples related to the topic. The text may fail to offer a conclusion.	The text provides facts, definitions, details, quotations, and examples that attempt to develop and explain the topic. The conclusion restates the development.	The text provides relevant facts, definitions, concrete details, quotations, and examples that develop and explain the topic. The conclusion ties to and supports the information.	The text provides effective facts, definitions, concrete details, quotations, and examples that sufficiently develop and explain the topic. The conclusion provides the implications, significance, and future relevance of the topic.
<b>Audience</b> <i>The author anticipates the audience's background knowledge of the topic.</i>	The text lacks an awareness of the audience's knowledge level and needs.	The text illustrates an inconsistent awareness of the audience's knowledge level and needs.	The text considers the audience's knowledge level and concerns about the claim. The text addresses the needs of the audience.	The text anticipates the audience's knowledge level and concerns about the topic. The text addresses the specific needs of the audience.
<b>Cohesion</b> <i>The text uses appropriate and varied transitions to link the major sections of the text, creates cohesion, and clarifies the relationships among complex ideas and concepts.</i>	The text contains few, if any, words, phrases, and clauses to link the major sections of the text. The text does not connect the topic and the examples or facts.	The text contains limited words, phrases, and clauses to link the major sections of the text. The text attempts to connect the topic and the examples or facts.	The text uses words, phrases, and clauses to link the major sections of the text. The text connects the topic and the examples or facts.	The text skillfully uses words, phrases, and clauses to link the major sections of the text. The text identifies the relationship between the topic and the examples or facts.
<b>Language and Conventions</b> <i>The text presents a formal, objective tone and uses precise language and topic-specific vocabulary to manage the complexity of the topic. The text also demonstrates Standard English conventions.</i>	The text illustrates a limited or inconsistent tone and awareness of topic-specific vocabulary. The text contains multiple inaccuracies in Standard English conventions of usage and mechanics.	The text illustrates a limited awareness of formal tone and awareness of topic-specific vocabulary. The text demonstrates some accuracy in Standard English conventions of usage and mechanics.	The text presents a formal, objective tone and uses precise language and topic-specific vocabulary to manage the complexity of the topic. The text demonstrates Standard English conventions of usage and mechanics along with discipline-specific requirements (for example, MLA or APA).	The text presents an appropriate formal, objective tone and uses relevant language and topic-specific vocabulary to manage the complexity of the topic. The text uses Standard English conventions of usage and mechanics along with discipline-specific requirements (for example, MLA or APA).



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**Directions:** Use this table to score and comment on the writing that you are evaluating . Put an X in the cell that denotes the grade. Use the other cells for comments.

Description	Below Standard (1)	Approaching Standard (2)	At Standard (3)	Above Standard (4)	Score
Focus					
Development/ Support					
Audience					
Cohesion					
Language and Conventions					
<b>Total Score</b>					

