

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

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