

Description Rubric

IDEAS/CONTENT and ORGANIZATION*

	4 ADVANCED	3 CAPABLE	2 DEVELOPING	1 EMERGENT
FOLLOWS ASSIGNMENT	completely follows assignment guidelines	follows assignment guidelines as stated but might miss a minor detail (e.g., proper heading)	seems unclear about assignment	does not address assignment
MAIN IDEA	develops one clear, main idea without ever getting off track; a grade level or more above in sophistication	develops a clear, main idea that stays on-topic	generally stays on topic, but may get off track	paper is unfocused, off-track, and may include disconnected thoughts
INDENTING*	first sentence indented using three fingers; if multiple paragraphs used, all indented appropriately	first sentence indented using three fingers	attempts to indent, but not indented clearly because may only use one finger or letter space	no sense of indenting
OPENING SENTENCE*	topic sentence grabs the reader's attention	topic sentence present; it does not create a strong sense of anticipation	opening is weak	no sense of beginning
SPECIFIC DETAILS	uses all concrete and detailed examples in support of topic that allows the reader to understand character well; three or more adjectives with several connected examples for each adjective provided	writer uses some general and some specific details in support of topic; three adjectives and one connected example provided for each adjective	uses minimal details; details might be in list form; three adjectives with connected examples not all provided; e.g., lacks examples for each adjective, repetitive examples	writer does not use details, or detail present is trivial; information is limited or unclear; length not adequate for development
ENDING*	effective ending leaves the reader with a sense of closure and resolution; originally stated	ending present; attempts to restate topic sentence without writing it verbatim	ending is weak; the conclusion does not tie up all loose ends or repeats topic sentence verbatim	no sense of ending

SENTENCE FLUENCY

FRAGMENTS/ RUN-ONS	writes all complete sentences (no fragments) and does not string two sentences together (no run-ons)	may have one fragment or run-on	paper has two fragments and/or run-ons	no sense of complete sentence; paper is riddled with fragments and run-ons
TRANSITIONS	thoughtful and sophisticated transitions connect main ideas between sentences and/or paragraphs	appropriate transitions used throughout paper; one transition might be slightly inappropriate	limited transitions present; some clearly missing or inappropriate	paper lacks transitions or may have only one transition; transitions incorrectly used

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CONVENTIONS

	4 ADVANCED	3 CAPABLE	2 DEVELOPING	1 EMERGENT
SPELLING	spelling is correct, even on more difficult words	spelling is correct on common words and words from the book, but more difficult words are spelled phonetically	spelling errors are frequent, even on common words	replete with spelling errors; writing too difficult to read and interpret due to spelling errors
PUNCTUATION	punctuation is accurate, even creative, and guides the reader through the text; quotes might be used correctly	punctuation is usually correct; one minor error	punctuation is often incorrect	punctuation is missing
CAPITALIZATION	thorough understanding and consistent application of all capitalization skills present; dialogue even capitalized correctly	appropriate words are capitalized correctly, although one minor error present	several capitalization errors	capitals and lower-case letters are used haphazardly
GRAMMAR	grammar and usage are always correct	appropriate grammar and usage used, although one minor error present	several grammatical errors	grammar and usage are almost always incorrect and contribute to lack of clarity and style
PENMANSHIP/NEATNESS	writing is legible; paper is neat and taken care of; margins and spacing appropriately used	writing is legible, although one word might be difficult to discern; paper is neat; margins and spacing used appropriately	reader stumbles in some places while reading due to illegible handwriting; paper is somewhat messy; margins and/or spacing haphazard	reading whole paper is difficult due to illegible handwriting; paper messy, smudged, and/or improperly folded; use of margins and/or spacing lacking

Brainstorming Sheet

TOPIC SENTENCE:



Adjective:

Adjective:

Adjective:



Example:

Example:

Example:



CONCLUSION:
