

**Santa Rita Union School District  
WRITING RUBRIC**

Aligned & Articulate to State Standards

Revised #9: 4/2004

**SUMMARY of WRITING RUBRICS**

CONVENTIONS	Capitalization	Grammar	Spelling	Handwriting	Sentences	Paragraphing
5	Demonstrates above grade level capitalization techniques.	Demonstrates above grade level grammar techniques.	No errors even on more sophisticated words.		Uses a variety of complexity of structure. Uses effective description and/or specificity in word choice.	Paragraphs are logically organized using transitions to show the development.
4			No errors on grade level appropriate words.			
3	Grade appropriate correctness.	Grade appropriate correctness.	Minor errors (if any) do not distract from readability.	Legible with appropriate spacing. Cursive in grades 3+.	Grade appropriate quantity. Complete with appropriate descriptors and complexity.	Grade appropriate quantity in logical sequence. Each contains all parts.
2			Several errors	Mixes cursive & manuscript.	Insufficient descriptors or below grade level complexity.	
1	Significant errors.	Significant errors.	Frequent errors even on easy words.	Illegible.	Fragment(s).	
0						

CONTENT	NARRATIVE AUTOBIOGRAPHICAL INCIDENT STORY	REPORT OF INFORMATION DESCRIPTION	LETTER PERSONAL BUSINESS	ESSAY PERSUASION CAUSE/EFFECT
5	Interesting throughout Engages at the start. Vivid sensory detail/imagery Demonstrates why incident is important. Conflict builds to crisis. Characters revealed by dialogue, actions, behavior, feelings, and appearance. Setting is an integral part of story	Interesting Vivid Shows in-depth knowledge of topic which is logically but creatively organized. Specific, concrete details used.	<i>Clearly establishes a purpose for the letter (persuasion/ description/ narrative etc.) and follows the criteria for that genre.</i>	Clearly and convincingly defends its point of view. Explores both sides of the issue.
4	Increased use of details Narrative flows logically Characters developed in detail. Conflict is logically resolved	Increased use of details Focused on appropriately narrowed topic.		
3	Specific details tell complete narrative (beginning, middle, end). Logically organized Characters are well identified. Complications occur in the action.	Focuses on one topic which is clearly stated. Coherent & logically organized	Correctly uses the following: date, salutation, body, closing, signature	Demonstrates understanding of the topic and supports judgments. Describes the situation and a premise with simple supporting evidence.
2	Missing significant parts of above	Minor rambling may occur.	Missing significant parts of above	Premise/point of view is unclear. Not persuasive.
1	Off topic	Off topic Not organized Rambling	Missing most parts of the format and/or off topic	Little information No evident point of view.
0				Off topic

**I=Introduce D=Develop M=Master R=Reinforce**

**Score of 0 = Not enough sample to score or off topic.**

**Higher score assumes all positive descriptors of previous lower scores.**

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## GR. CONVENTIONS

		Score 1 Not Passing	Score 2 Minimum Pass	Score 3 Standard	Score 4 Proficient	Score 5 Exceptional
K	Capitalization	<ul style="list-style-type: none"> <li>• Random use of upper &amp; lower case letters</li> </ul>	<ul style="list-style-type: none"> <li>• Capital at beginning of name—rest lower case</li> </ul>	<ul style="list-style-type: none"> <li>• Capital at beginning of name—rest lower case</li> </ul>	<ul style="list-style-type: none"> <li>• Capital at beginning of name—rest lower case</li> <li>• Does not use capitals in the middle of words</li> </ul>	<ul style="list-style-type: none"> <li>• Capital at beginning of name</li> <li>• Uses capitals to begin a sentence</li> </ul>
K	Handwriting	<ul style="list-style-type: none"> <li>• Not legible</li> <li>• Rules of spacing ignored</li> </ul>	<ul style="list-style-type: none"> <li>• Barely legible</li> <li>• Rules of spacing</li> </ul>	<ul style="list-style-type: none"> <li>• Legible</li> <li>• Wanders outside line frames</li> <li>• Has reversals</li> <li>• Inconsistent spacing</li> </ul>	<ul style="list-style-type: none"> <li>• Prints legibly</li> <li>• Stays within line frames for most</li> <li>• Few reversals</li> <li>• Spaces letters, words, &amp; sentences appropriately, but not consistently</li> </ul>	<ul style="list-style-type: none"> <li>→ Uses proper letter formation for most letters</li> <li>• Stays within line frames</li> <li>• Spacing is usually appropriate</li> </ul>
K	Punctuation	<ul style="list-style-type: none"> <li>• No punctuation</li> </ul>	<ul style="list-style-type: none"> <li>• No punctuation</li> </ul>	<ul style="list-style-type: none"> <li>• No punctuation</li> </ul>	<ul style="list-style-type: none"> <li>• Attempts to use a “.”</li> </ul>	<ul style="list-style-type: none"> <li>• Uses “.” to end sentence</li> </ul>
K	Sentences	<ul style="list-style-type: none"> <li>• Random letters</li> </ul>	<ul style="list-style-type: none"> <li>• Letters represent beginning sounds of words in a sentence</li> </ul>	<ul style="list-style-type: none"> <li>• Writes words</li> </ul>	<ul style="list-style-type: none"> <li>• Incomplete sentences</li> </ul>	<ul style="list-style-type: none"> <li>• One complete sentence</li> </ul>
K	Spelling	<ul style="list-style-type: none"> <li>• Random letters</li> </ul>	<ul style="list-style-type: none"> <li>• Uses letters to represent the beginning sounds of words</li> </ul>	<ul style="list-style-type: none"> <li>• Uses more than 1 letter to represent a word</li> <li>• May use beginning &amp; ending sounds</li> <li>• Phonetic spelling</li> </ul>	<ul style="list-style-type: none"> <li>• Some sight words spelled correctly</li> <li>• Phonetic spelling</li> </ul>	<ul style="list-style-type: none"> <li>• Spells many words correctly</li> </ul>

## GR. CONTENT

		Score 1 Not Passing	Score 2 Minimum Pass	Score 3 Standard	Score 4 Proficient	Score 5 Exceptional
K I	<b>Narrative:</b> Family/School experience	<ul style="list-style-type: none"> <li>• Picture only or incoherent letters</li> </ul>	<ul style="list-style-type: none"> <li>• Picture with related initial letters</li> </ul>	<ul style="list-style-type: none"> <li>• Picture with phonetic words on topic</li> </ul>	<ul style="list-style-type: none"> <li>• One incomplete sentence on topic</li> <li>• Picture optional</li> </ul>	<ul style="list-style-type: none"> <li>• One complete sentence on topic</li> <li>• Picture optional</li> </ul>

Handwritten symbols: a stick figure, a triangle, a circle, and a wavy line.

i L c or e m A  
I like cows Es mi amiga

my mom prty  
bg cat

mi mama bonta  
el gato

hEjolph

rum  
"room"      esa  
"casa"

My house is blue.  
Mi casa es azul.

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1	Capitalization	<ul style="list-style-type: none"> <li>No capitals</li> </ul>	<ul style="list-style-type: none"> <li>Capitals simply mixed with lower case letters randomly</li> </ul>	<ul style="list-style-type: none"> <li>Uses capitals to begin a sentence</li> </ul>	<ul style="list-style-type: none"> <li>Uses capitals to begin some sentences</li> <li>Uses capitals for the pronoun "I"</li> </ul>	<ul style="list-style-type: none"> <li>Uses capitals to begin all sentences</li> <li>→</li> <li>Uses capitals for person's name</li> </ul>
1	Grammar	<ul style="list-style-type: none"> <li>Sentence fragment</li> </ul>	<ul style="list-style-type: none"> <li>Subject &amp; predicate not in agreement</li> <li>Verb tense incorrect</li> </ul>	<ul style="list-style-type: none"> <li>Subject and predicate are in agreement</li> <li>Uses correct verb tense</li> <li>Uses plurals correctly</li> </ul>	<ul style="list-style-type: none"> <li>Subject and predicate are in agreement</li> <li>Uses correct verb tense</li> <li>Uses plurals correctly</li> <li>Uses correct possessive and personal pronouns</li> </ul>	<ul style="list-style-type: none"> <li>→</li> <li>→</li> <li>→</li> <li>→</li> <li>Uses correct comparative adjective form</li> </ul>
1	Handwriting	<ul style="list-style-type: none"> <li>Not legible</li> <li>Wanders outside of line frames</li> <li>Letters formation often incorrect</li> <li>Spacing between letters inconsistent</li> </ul>	<ul style="list-style-type: none"> <li>Legible</li> <li>Wanders outside line frames</li> <li>Has reversals</li> <li>Letter spacing correct but word &amp; sentence spacing inconsistent</li> </ul>	<ul style="list-style-type: none"> <li>Prints legibly</li> <li>Stays within line frames for some</li> <li>Few reversals, most letters correct</li> <li>Letter &amp; word spacing usually correct but sentence spacing inconsistent</li> </ul>	<ul style="list-style-type: none"> <li>Neat</li> <li>Stays within line frames</li> <li>Uses proper letter formation for most letters</li> <li>Spacing is usually appropriate</li> </ul>	<ul style="list-style-type: none"> <li>→</li> <li>→</li> <li>Uses proper letter formation for all letters</li> <li>Spacing is all appropriate</li> </ul>
1	Punctuation	<ul style="list-style-type: none"> <li>No punctuation</li> </ul>	<ul style="list-style-type: none"> <li>Used period "." but not correctly</li> </ul>	<ul style="list-style-type: none"> <li>Uses "." to end one sentence</li> </ul>	<ul style="list-style-type: none"> <li>Uses "." to end most sentences</li> </ul>	<ul style="list-style-type: none"> <li>Uses "." to end all sentences</li> </ul>
1	Sentences	<ul style="list-style-type: none"> <li>Words or letters or diagrams</li> </ul>	<ul style="list-style-type: none"> <li>Incomplete sentence</li> </ul>	<ul style="list-style-type: none"> <li>1 complete sentence</li> <li>Usually starts sentences the same</li> </ul>	<ul style="list-style-type: none"> <li>2 complete sentences</li> <li>Variety of word choices to begin sentences</li> </ul>	<ul style="list-style-type: none"> <li>3 or more complete sentences</li> <li>May use compound sentences</li> </ul>
1	Spelling	<ul style="list-style-type: none"> <li>Difficult to recognize words (ex. ic for like)</li> </ul>	<ul style="list-style-type: none"> <li>Spelling does not interfere with meaning</li> </ul>	<ul style="list-style-type: none"> <li>Spells some high frequency words correctly</li> </ul>	<ul style="list-style-type: none"> <li>Spells many high frequency words correctly</li> </ul>	<ul style="list-style-type: none"> <li>Most high frequency words spelled correctly</li> <li>Phonetically spells more difficult words</li> </ul>

GR. CONTENT		Score 1 Not Passing	Score 2 Minimum Pass	Score 3 Standard	Score 4 Proficient	Score 5 Exceptional
1 I	<b>Narrative:</b> Brief autobiographical incident	<ul style="list-style-type: none"> <li>Off topic</li> </ul>	<ul style="list-style-type: none"> <li>Has identified self in some way</li> <li>Has identified an incident in some way but not clearly</li> </ul>	<ul style="list-style-type: none"> <li>Has identified self in some way</li> <li>Has identified an incident clearly</li> </ul>	<ul style="list-style-type: none"> <li>Gives simple description of self and/or events</li> </ul>	<ul style="list-style-type: none"> <li>Several varied sentences on topic describing details of the incident including writer's part in the incident</li> </ul>
1 I	<b>Report of Information:</b> Brief description of real object, person, place, event	<ul style="list-style-type: none"> <li>Off topic</li> </ul>	<ul style="list-style-type: none"> <li>Identified the object, person, place or event in some way</li> </ul>	<ul style="list-style-type: none"> <li>Clearly identifies a single topic to describe</li> <li>One or more facts relating to topic</li> </ul>	<ul style="list-style-type: none"> <li>Clear topic</li> <li>Several factual or descriptive details</li> </ul>	<ul style="list-style-type: none"> <li>→</li> <li>Logically organized multiple facts or descriptions</li> </ul>

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2	Capitalization	<ul style="list-style-type: none"> <li>Words are capitalized at random</li> </ul>	<ul style="list-style-type: none"> <li>Proper capitalization for beginning of most sentences</li> </ul>	<ul style="list-style-type: none"> <li>Proper capitalization for beginning of all sentences</li> <li>Uses capitals for the pronoun "I"</li> </ul>	<ul style="list-style-type: none"> <li>Proper capitalization for beginning of all sentences</li> <li>Uses capitals for the pronoun "I"</li> <li>Uses capitals for people's names</li> </ul>	<ul style="list-style-type: none"> <li>Proper capitalization for beginning of all sentences</li> <li>Uses capitals for the pronoun "I"</li> <li>Uses capitals for people's names</li> <li>Uses capitals for proper places</li> </ul>
2	Grammar	<ul style="list-style-type: none"> <li>Subject and predicate not in agreement</li> <li>Verb tense incorrect</li> </ul>	<ul style="list-style-type: none"> <li>Subject and predicate are in agreement most of the time</li> <li>Uses correct verb tense most of the time</li> <li>Uses correct possessive and personal pronouns most of the time</li> </ul>	<ul style="list-style-type: none"> <li>Correct subject-predicate agreement</li> <li>Uses correct verb tense</li> <li>Uses correct possessive of personal pronouns</li> <li>Uses correct adjective forms positive and comparative</li> </ul>	<ul style="list-style-type: none"> <li>Correct subject-predicate agreement</li> <li>Uses correct verb tense</li> <li>Uses correct possessive of personal pronouns</li> <li>Uses correct adjective forms positive, comparative, and superlative (good, better, best)</li> </ul>	<ul style="list-style-type: none"> <li>→</li> <li>→</li> <li>→</li> <li>→</li> <li>Uses transitional words correctly (either/or, and, but, etc.)</li> </ul>
2	Handwriting	<ul style="list-style-type: none"> <li>Difficult to read</li> <li>Not necessarily in line frame</li> <li>Spacing usually appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Legible</li> <li>Mostly in line frame</li> <li>OR</li> <li>Uses proper spacing</li> <li>Few letter form mistakes</li> </ul>	<ul style="list-style-type: none"> <li>Legible</li> <li>Mostly in line frame</li> <li>AND</li> <li>Uses proper spacing</li> <li>One or two letter form mistakes</li> </ul>	<ul style="list-style-type: none"> <li>→</li> <li>Only one or two errors in spacing and letter formation</li> </ul>	<ul style="list-style-type: none"> <li>→</li> <li>No mistakes in spacing and letter formation</li> </ul>
2	Punctuation	<ul style="list-style-type: none"> <li>Generally no end punctuation</li> </ul>	<ul style="list-style-type: none"> <li>Uses proper punctuation to end one sentence</li> </ul>	<ul style="list-style-type: none"> <li>Uses proper ending punctuation for all sentences</li> <li>May use commas randomly</li> </ul>	<ul style="list-style-type: none"> <li>→</li> <li>Some correct use commas</li> <li>Attempts to use quotation marks</li> </ul>	<ul style="list-style-type: none"> <li>→</li> <li>Often uses commas in a series, date, between city/state and in quotations</li> <li>Occasionally uses quotation marks correctly</li> </ul>
2	Sentences	<ul style="list-style-type: none"> <li>Incomplete sentences</li> <li>Always starts sentences the same</li> </ul>	<ul style="list-style-type: none"> <li>2 or 3 complete sentences</li> <li>Usually starts sentences the same</li> </ul>	<ul style="list-style-type: none"> <li>4 or more complete sentences</li> <li>Variety of word choices to begin sentences</li> <li>Includes title</li> </ul>	<ul style="list-style-type: none"> <li>→</li> <li>Uses mature word choices in some sentences</li> <li>Includes title</li> <li>At least one complex or compound sentence</li> </ul>	<ul style="list-style-type: none"> <li>→</li> <li>→</li> <li>→</li> <li>At least one compound sentence</li> <li>Topic sentence</li> <li>2 or more complete supporting sentences</li> </ul>
2	Spelling	<ul style="list-style-type: none"> <li>Difficult to recognize many words</li> </ul>	<ul style="list-style-type: none"> <li>Spelling does not interfere with meaning</li> </ul>	<ul style="list-style-type: none"> <li>Spelling does not interfere with meaning</li> <li>Spelling of high frequency words is basically correct</li> </ul>	<ul style="list-style-type: none"> <li>→</li> <li>Most high frequency words are spelled correctly</li> <li>Spelling of more difficult words are correct enough not to interfere with meaning</li> </ul>	<ul style="list-style-type: none"> <li>→</li> <li>→</li> <li>Phonetically spells more difficult words</li> </ul>

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2 D	<b>Narrative:</b> Brief autobiographical incident or Story	<ul style="list-style-type: none"> <li>Off topic, wanders</li> </ul>	<ul style="list-style-type: none"> <li>No clear character or action but may mention self</li> <li>Limited description</li> </ul>	<ul style="list-style-type: none"> <li>Both main character and action clear</li> <li>Gives simple description of self and/or events</li> </ul>	<ul style="list-style-type: none"> <li>Main character (such as self) is named and has added details</li> <li>Action/incident is clear and detailed</li> <li>Descriptive words used</li> </ul>	<ul style="list-style-type: none"> <li>Main character is well defined</li> <li>Action/incident flows logically</li> <li>→ An attitude is expressed toward the situation/incident</li> </ul>
2 D	<b>Report of Information:</b> Descriptive essay	<ul style="list-style-type: none"> <li>Off topic</li> </ul>	<ul style="list-style-type: none"> <li>Rambles</li> </ul>	<ul style="list-style-type: none"> <li>All information focused on one topic</li> <li>2+ factual details given</li> </ul>	<ul style="list-style-type: none"> <li>→</li> <li>Several factual details</li> <li>Logically organized</li> </ul>	<ul style="list-style-type: none"> <li>→</li> <li>Vivid descriptive details</li> <li>→</li> <li>Shows in-depth knowledge of topic</li> </ul>
2 D	<b>Friendly Letter</b>	<ul style="list-style-type: none"> <li>Uses 0 to 2 of the following: date, salutation, body, closing, signature</li> </ul>	<ul style="list-style-type: none"> <li>Uses 3 of the following: date, salutation, body, closing, signature</li> </ul>	<ul style="list-style-type: none"> <li>Correctly uses 4 of the following: date, salutation, body, closing, signature</li> </ul>	<ul style="list-style-type: none"> <li>Uses all 5 of the following: date, salutation, body, closing, signature</li> </ul>	<ul style="list-style-type: none"> <li>→</li> <li>Vivid descriptive details</li> </ul>
2 I	<b>Summary of Story (Oral or Read)</b>	<ul style="list-style-type: none"> <li>Recall of indiscriminately selected phrases or sentences</li> <li>No recall of plot (events)</li> <li>No statement of main idea</li> <li>No reference to characters</li> <li>No details</li> </ul>	<ul style="list-style-type: none"> <li>Some recall or copying of phrases or sentences</li> <li>Very little recall of plot (events in sequence)</li> <li>No statement of main idea</li> <li>No reference to characters</li> <li>Recall of a couple of details</li> </ul>	<ul style="list-style-type: none"> <li>Substantial copying of key phrases</li> <li>Little organization: Some information thinly developed</li> <li>Tells either statement of main idea or some supporting details with a reference to the main character</li> </ul>	<ul style="list-style-type: none"> <li>Attempts to paraphrases some parts of the reading</li> <li>Some evidence of organization</li> <li>Main idea is identified</li> <li>Some supporting details are identified although partially or with errors</li> </ul>	<ul style="list-style-type: none"> <li>Paraphrases some of the main ideas</li> <li>More evidence of organization</li> <li>→</li> <li>Some supporting details are identified</li> </ul>
2 D	Research Report	<ul style="list-style-type: none"> <li>Understands and uses writing references (dictionary, thesaurus, atlas)</li> </ul>				

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3	Grammar	<ul style="list-style-type: none"> <li>Uses correct possessive pronouns</li> <li>Subject and predicate are not in agreement</li> <li>Uses correct verb tense-occasionally</li> </ul>	<ul style="list-style-type: none"> <li>Uses correct possessive of personal pronouns</li> <li>Subject and predicate are mostly in agreement</li> <li>Uses correct verb form-past and present</li> <li>Uses correct adjective forms positive and comparative-most of the time</li> </ul>	<ul style="list-style-type: none"> <li>Uses correct possessive and nominative / objective forms (I/me)</li> <li>Subject and predicate are always in agreement</li> <li>Correct verb forms-past, present, future</li> <li>Uses correct adjective forms: positive, comparative, superlative (good, better, best)</li> </ul>	<p>→</p> <p>→</p> <p>→</p> <ul style="list-style-type: none"> <li>Uses adjectives &amp; adverbs properly</li> </ul>	<p>→</p> <p>→</p> <p>→</p> <ul style="list-style-type: none"> <li>Uses transitional words correctly (either/or, and, but, however, therefore)</li> </ul>
3	Handwriting	<ul style="list-style-type: none"> <li>Difficult to read</li> <li>Manuscript-mixed case</li> <li>Not consistently within line frame</li> <li>Improper word &amp; letter spacing</li> </ul>	<ul style="list-style-type: none"> <li>Letters legible but may be incorrectly formed</li> <li>Manuscript – mostly correct case</li> <li>Usually within line frame</li> <li>Uses proper letter or word spacing</li> </ul>	<ul style="list-style-type: none"> <li>Legible</li> <li>Correct manuscript or mostly correct cursive</li> <li>Always within line frame</li> <li>Correct spacing in letters &amp; words</li> <li>Usually proper margins</li> <li>Indents inconsistently</li> </ul>	<ul style="list-style-type: none"> <li>Legible and neat</li> <li>Correct manuscript or correct cursive</li> </ul> <p>→</p> <ul style="list-style-type: none"> <li>Proper margins</li> <li>Indents most of time</li> </ul>	<p>→</p> <p>→</p> <p>→</p> <p>→</p> <p>→</p> <ul style="list-style-type: none"> <li>Indents properly</li> </ul>
3	Paragraphs	<ul style="list-style-type: none"> <li>No indentation</li> <li>Sentences unrelated</li> </ul>	<ul style="list-style-type: none"> <li>Inconsistent indentation</li> <li>Sentences relate to unexpressed topic</li> <li>No topic sentence</li> </ul>	<ul style="list-style-type: none"> <li>Correct indentation</li> <li>Topic sentence at beginning</li> <li>Sentences generally support topic sentence</li> <li>3 or more sentences per paragraph</li> </ul>	<p>→</p> <p>→</p> <ul style="list-style-type: none"> <li>Sentences all supporting topic</li> </ul> <p>→</p>	<p>→</p> <p>→</p> <p>→</p> <p>→</p> <ul style="list-style-type: none"> <li>Logically developed paragraph</li> </ul>
3	Sentences	<ul style="list-style-type: none"> <li>Limited choice of words</li> </ul>	<ul style="list-style-type: none"> <li>Usually starts sentences with the same word</li> </ul>	<ul style="list-style-type: none"> <li>Varied sentence beginnings</li> <li>Some sentences fragments or run-ons</li> </ul>	<ul style="list-style-type: none"> <li>Use of mature word choices in many sentences</li> <li>All complete sentences</li> </ul>	<ul style="list-style-type: none"> <li>Use of mature word choices in most sentences</li> </ul> <p>→</p> <ul style="list-style-type: none"> <li>Uses more complex sentences (long, short, simple, compound, complex)</li> </ul>
3	Punctuation	<ul style="list-style-type: none"> <li>No ending punctuation</li> </ul>	<ul style="list-style-type: none"> <li>Ending punctuation is used improperly</li> <li>Random use of commas</li> </ul>	<ul style="list-style-type: none"> <li>Proper ending punctuation most of time</li> <li>Demonstrates a correct uses commas in a series, date, and city-state</li> <li>Attempts quotation marks where appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Proper ending punctuation</li> <li>Usually uses commas in a series, date, and city-state correctly</li> <li>Correctly uses quotation marks where appropriate</li> </ul>	<ul style="list-style-type: none"> <li>No punctuation errors</li> </ul>
3	Spelling	<ul style="list-style-type: none"> <li>Difficult to recognize many words</li> </ul>	<ul style="list-style-type: none"> <li>Obvious misspelling much of the time</li> <li>High frequency word spelling is basically correct</li> <li>Spelling does not interfere with meaning</li> </ul>	<ul style="list-style-type: none"> <li>Occasional misspelled word does not interfere with meaning</li> <li>Most high frequency words spelled correctly</li> <li>Spelling does not distract reader</li> </ul>	<p>→</p> <ul style="list-style-type: none"> <li>All but one high frequency words are spelled correctly</li> <li>Phonetically spells more difficult words</li> </ul>	<p>→</p> <ul style="list-style-type: none"> <li>All high frequency words are spelled correctly</li> <li>Phonetically spells difficult words without loss of meaning</li> </ul>

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# Santa Rita Union School District WRITING RUBRIC

Aligned & Articulate to State Standards

Revised #9: 4/2004

GR.	CONTENT	Not Passing	Minimum Pass	Standard	Proficient	Exceptional
3 I	<b>A Response to Literature</b>	<ul style="list-style-type: none"> <li>Rambles. Very little information</li> <li>No references to text</li> <li>Demonstrates no understanding of literary work</li> </ul>	<ul style="list-style-type: none"> <li>Some information thinly developed</li> <li>No specific references to text</li> <li>Demonstrates minimal understanding of literary work</li> </ul>	<ul style="list-style-type: none"> <li>Some information thinly developed</li> <li>Few or unclear references to text</li> <li>Some indication of understanding of literary work</li> </ul>	<ul style="list-style-type: none"> <li>Adequate information with some evidence of organization</li> <li>Supports some judgments through references to text</li> <li>Demonstrates basic understanding of literary work</li> </ul>	<ul style="list-style-type: none"> <li>Clear evidence of organization →</li> <li>Demonstrates understanding of literary work</li> </ul>
3 D	<b>Summary of Reading</b>	<ul style="list-style-type: none"> <li>Substantial copying of indiscriminately selected phrases or sentences</li> <li>Rambles, disorganized</li> <li>No statement of main idea</li> <li>No supporting details</li> </ul>	<ul style="list-style-type: none"> <li>Substantial copying of key phrases</li> <li>Little organization</li> <li>Missing either statement of main idea or supporting details</li> </ul>	<ul style="list-style-type: none"> <li>Attempts to paraphrases some parts of the reading</li> <li>Some evidence of organization</li> <li>Main idea is identified</li> <li>Some supporting details are identified although partially or with errors</li> </ul>	<ul style="list-style-type: none"> <li>Paraphrases some of the main ideas</li> <li>More evidence of organization</li> <li>Main idea is identified</li> <li>Some supporting details are identified <b>or</b> too many supporting details are identified</li> </ul>	<ul style="list-style-type: none"> <li>Paraphrases most of the main ideas</li> <li>Clear organization →</li> <li>Most important details are identified</li> </ul>
3 D I	<b>Letter</b>  Personal Business	<ul style="list-style-type: none"> <li>Missing two of the following: date, salutation, body, closing, signature</li> </ul>	<ul style="list-style-type: none"> <li>Missing one of the following: date, salutation, body, closing, signature</li> <li>Follows minimum criteria (report or narrative) for the body of the letter.</li> </ul>	<ul style="list-style-type: none"> <li>All of the following present and correct: date, salutation, body, closing, signature</li> <li>Follows standard criteria (report or narrative) for the body of the letter.</li> </ul>	<ul style="list-style-type: none"> <li>Correctly uses all 5 of the following: date, salutation, body, closing, signature</li> <li>Follows proficient criteria (report or narrative) for the body of the letter.</li> </ul>	<ul style="list-style-type: none"> <li>→</li> <li>Follows exceptional criteria (report or narrative) for the body of the letter.</li> </ul>
3	<b>Research Report</b>	<ul style="list-style-type: none"> <li>Understands and uses writing references (dictionary, thesaurus, atlas)</li> </ul>				

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## Santa Rita Union School District WRITING RUBRIC

Revised #9: 4/2004

Aligned & Articulate to State Standards

### GR. CONVENTIONS

		Score 1 Not Passing	Score 2 Minimum Pass	Score 3 Standard	Score 4 Proficient	Score 5 Exceptional
4	Capitalization	<ul style="list-style-type: none"> <li>Few correct uses of capitalization</li> </ul>	<ul style="list-style-type: none"> <li>Begins most sentences with capitals.</li> <li>Inconsistent capitals on proper nouns, titles and quotations.</li> <li>Usually uses a capital for the pronoun "I"</li> </ul>	<ul style="list-style-type: none"> <li>Begins all sentences with capitals.</li> <li>Uses capitals for proper nouns, titles &amp; quotes most of the time</li> <li>Uses a capital for the pronoun "I"</li> </ul>	<p style="text-align: center;">→</p> <ul style="list-style-type: none"> <li>Frequent use of capitals for proper nouns, titles and quotations</li> </ul> <p style="text-align: center;">→</p>	<ul style="list-style-type: none"> <li>Consistent correct capitalization</li> </ul> <p style="text-align: center;">→</p>
4	Grammar	<ul style="list-style-type: none"> <li>Usage of personal pronouns is often incorrect</li> <li>Incorrect use of verb tense</li> <li>Subject and predicate are not usually in agreement</li> <li>Adjectives are randomly used</li> </ul>	<ul style="list-style-type: none"> <li>Uses correct possessive and nominative objective forms (I/me) most of the time</li> <li>Correct verb tense most of the time</li> <li>Subject and predicate are in agreement most of the time</li> <li>Uses correct adjective forms most of the time</li> </ul>	<ul style="list-style-type: none"> <li>Uses correct possessive and nominative/objective forms (I/me)</li> <li>Correct verb tense all of the time</li> <li>Subject and predicate are in agreement</li> <li>Uses correct adjective superlative (good, better, best)</li> <li>Uses transitional words correctly (either/or, and, but, however, therefore)</li> </ul>	<p style="text-align: center;">→</p> <p style="text-align: center;">→</p> <p style="text-align: center;">→</p> <ul style="list-style-type: none"> <li>Chooses correctly to use adjective or adverb (She spoke soft/softly)</li> </ul> <p style="text-align: center;">→</p>	<p style="text-align: center;">→</p> <p style="text-align: center;">→</p> <p style="text-align: center;">→</p> <ul style="list-style-type: none"> <li>Few or no usage errors</li> </ul> <p style="text-align: center;">→</p>
4	Handwriting Form	<ul style="list-style-type: none"> <li>Difficult to read</li> </ul>	<ul style="list-style-type: none"> <li>Inconsistent size, slant, shape, spacing</li> <li>Mixed manuscript and cursive writing</li> </ul>	<ul style="list-style-type: none"> <li>Usually uses proper size, slant, shape &amp; spacing</li> <li>Cursive or manuscript</li> </ul>	<ul style="list-style-type: none"> <li>Always uses proper size, slant, shape &amp; spacing</li> </ul> <p style="text-align: center;">→</p>	<ul style="list-style-type: none"> <li>Neat and legible</li> <li>Consistent and correct cursive or manuscript</li> </ul>
4	Paragraph(s) Sentences	<ul style="list-style-type: none"> <li>No paragraph formation</li> <li>No use of margin</li> <li>No topic sentence</li> <li>3 or 4 simple sentences</li> <li>Most sentences begin the same</li> <li>Limited choice of words</li> </ul>	<ul style="list-style-type: none"> <li>Indentation - random</li> <li>Little use of margins</li> <li>Weak topic sentence</li> <li>3-4 sentences</li> <li>Sentence are unclear i.e. fragments and run-ons</li> <li>Little variety in sentence form</li> <li>Simple words</li> </ul>	<ul style="list-style-type: none"> <li>Indents most of time</li> <li>Margins distinguishable</li> <li>Topic sentence with 1 good paragraph</li> <li>Support sentences give simple facts, details and/or explanations</li> <li>Some sentences unclear fragments or run-ons</li> <li>Some variety in sentence form</li> <li>Clear but simple word choices</li> </ul>	<ul style="list-style-type: none"> <li>Indents correctly</li> <li>Proper use of margins</li> <li>2 paragraphs including topic sentence and conclusion</li> <li>3 or 4 supporting sentences each in each</li> <li>No fragments or run-ons</li> <li>Varied sentence forms</li> <li>More mature word choices</li> </ul>	<p style="text-align: center;">→</p> <p style="text-align: center;">→</p> <ul style="list-style-type: none"> <li>At least 2 or more logically developed paragraphs</li> <li>At least 3 supporting sentences in each plus topic and conclusion</li> </ul> <p style="text-align: center;">→</p> <ul style="list-style-type: none"> <li>Varied sentence structure/patterns</li> <li>Precise &amp; appropriate word choice</li> </ul>
4	Punctuation	<ul style="list-style-type: none"> <li>Ending punctuation not always used</li> <li>Random use of commas</li> <li>Random use of quotations marks</li> <li>Incorrect use of apostrophes</li> </ul>	<ul style="list-style-type: none"> <li>Uses some form of ending punctuation but may not be appropriate</li> <li>Frequent misuse of commas</li> <li>Some correct use of quotation marks</li> <li>Random use of apostrophes</li> </ul>	<ul style="list-style-type: none"> <li>Uses proper ending punctuation</li> <li>Occasional misuse of commas</li> <li>Uses quotation marks correctly most of time</li> <li>Uses apostrophes correctly most of time</li> </ul>	<ul style="list-style-type: none"> <li>Uses proper ending punctuation</li> <li>Correct use of commas</li> <li>Correct use of apostrophes</li> <li>Correct use of quotation marks</li> </ul>	<p style="text-align: center;">→</p> <p style="text-align: center;">→</p> <p style="text-align: center;">→</p> <p style="text-align: center;">→</p>
4	Spelling	<ul style="list-style-type: none"> <li>Spelling errors interfere with flow and meaning</li> </ul>	<ul style="list-style-type: none"> <li>Frequent errors in spelling</li> <li>Spelling of high frequency words basically correct &amp; does not interfere with meaning</li> </ul>	<ul style="list-style-type: none"> <li>All high frequency words are spelled correctly</li> <li>Difficult words occasionally misspelled</li> </ul>	<p style="text-align: center;">→</p> <ul style="list-style-type: none"> <li>Phonetically spells difficult words without loss of meaning</li> </ul>	<p style="text-align: center;">→</p> <ul style="list-style-type: none"> <li>Correctly spells difficult words</li> </ul>

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# Santa Rita Union School District WRITING RUBRIC

Aligned & Articulate to State Standards

Revised #9: 4/2004

GR. CONTENT

**Score 1**  
**Not Passing**

**Score 2**  
**Minimum Pass**

**Score 3**  
**Standard**

**Score 4**  
**Proficient**

**Score 5**  
**Exceptional**

4	<i>Applicable for all genres:</i>							
	<ul style="list-style-type: none"> <li>• Select a focus, organization and point of view that reflect purpose, audience, length and format requirements</li> <li>• Organized using chronological order, cause and effect, similarity and difference, or posing and answering questions</li> <li>• Revise for coherence and progression of ideas</li> </ul>							
<b>4</b>  <b>M</b>  <b>STAR</b>	<b>Narrative</b>  Story or Autobiographical Incident (AI)	<ul style="list-style-type: none"> <li>• May include more than one incident. Rambles to the point it interferes with meaning.</li> <li>• May not have all the parts of a story (beginning, middle, end)</li> <li>• Characters identified but without any description</li> <li>• No identification of location or setting.</li> <li>• Not engaging for lack of any descriptive language.</li> </ul>	<ul style="list-style-type: none"> <li>• Story difficult to follow. Loosely connected series of events.</li> <li>• Beginning, middle, &amp; end complete but may not be detailed. Events not in proper sequence.</li> <li>• (AI) Does not indicate importance of events to character or reader</li> <li>• Thin development of character</li> <li>• Identifies a setting.</li> <li>• Little descriptive language</li> </ul>	<ul style="list-style-type: none"> <li>• Logically developed sequence of events.</li> <li>• Plot organization is evident. Plot identifies a problem or conflict.</li> <li>• (AI) Implies why incident was important</li> <li>• Some evidence of character development</li> <li>• Setting both identified and described somewhat</li> <li>• Some descriptive language and details that engage the reader</li> </ul>	➔	<ul style="list-style-type: none"> <li>• Incident/plot with problem/conflict which is locally resolved.</li> <li>• Character described physically</li> <li>• Describing setting in detail</li> <li>• Significant descriptive language</li> </ul>	➔	<ul style="list-style-type: none"> <li>• Incident/plot with problem/conflict which is locally resolved. Plot engages immediately.</li> <li>• (AI) States or implies importance in an integrated way</li> <li>• Character described physically and motives</li> <li>• In-depth details well chosen and relevant to setting</li> <li>• Vivid imagery</li> </ul>
<b>4</b>  <b>M</b>	<b>Report of Information</b>  Descriptive Essay	<ul style="list-style-type: none"> <li>• No statement of topic. Rambles to the point it interferes with meaning.</li> <li>• Very little information or thinly developed</li> <li>• No evidence of organization</li> <li>• Random copying of text</li> <li>• No conclusion, summary or attempt at ending.</li> </ul>	<ul style="list-style-type: none"> <li>• Simple statement of the topic</li> <li>• Little if any specific detail. Information is more general than specific.</li> <li>• Unclear organization</li> <li>• Some of the writing is in student's own words</li> <li>• No conclusion, summary or attempt at ending.</li> </ul>	<ul style="list-style-type: none"> <li>• Topic idea present but not always focused</li> <li>• Sections contain some specific, concrete, detailed, relevant information</li> <li>• Organization is evident</li> <li>• More of the writing is in student's own words.</li> <li>• Conclusion at the logical end of the topic but unstated.</li> </ul>	<ul style="list-style-type: none"> <li>• Detailed and specific topic idea. Good understanding of topic.</li> <li>• Most sections contain specific, concrete, detailed, relevant information.</li> <li>• Appropriately organized</li> <li>• Most of the writing is in student's own words</li> <li>• Conclusion restates topic.</li> </ul>	<ul style="list-style-type: none"> <li>• Topic idea clearly stated. In-depth understanding of the topic.</li> <li>• Specific, concrete, detailed, relevant information throughout</li> <li>• Well organized</li> <li>• All in student's own words except where quoted</li> <li>• Conclusion restates the topic and shows personal connection.</li> </ul>		
<b>4</b>  <b>M</b>  <b>STAR</b>	<b>A Response to Literature</b>	<ul style="list-style-type: none"> <li>• Rambles. Very little information</li> <li>• No references to text</li> <li>• Demonstrates no understanding of literary work</li> </ul>	<ul style="list-style-type: none"> <li>• Some information thinly developed</li> <li>• Few or unclear references to text</li> <li>• Demonstrates minimal understanding of literary work</li> </ul>	<ul style="list-style-type: none"> <li>• Adequate information with some evidence of organization</li> <li>• Supports some judgments through references to text</li> <li>• Demonstrates basic understanding of literary work</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of organization</li> <li>• Supports most judgments through references to text</li> <li>• Demonstrates understanding of literary work</li> </ul>	<ul style="list-style-type: none"> <li>• Clear evidence of organization</li> <li>• Provides support for judgments through specific references to text and use of prior knowledge</li> <li>• Demonstrates clear understanding of literary work</li> </ul>		
<b>4</b>  <b>M</b>  <b>STAR</b>	<b>Summary of Reading</b>	<ul style="list-style-type: none"> <li>• Substantial copying of indiscriminately selected phrases or sentences</li> <li>• Rambles, disorganized</li> <li>• No statement of main idea or supporting details</li> </ul>	<ul style="list-style-type: none"> <li>• Substantial copying of key phrases</li> <li>• Little organization</li> <li>• Missing either statement of main idea or supporting details</li> </ul>	<ul style="list-style-type: none"> <li>• Paraphrases some of the main ideas</li> <li>• Some evidence of organization</li> <li>• Main idea is identified</li> <li>• Some supporting details are identified or too many supporting details are identified</li> </ul>	<ul style="list-style-type: none"> <li>• Paraphrases most of the main ideas</li> <li>• Clear organization</li> <li>• Most important details are identified</li> </ul>	<ul style="list-style-type: none"> <li>• Clearly paraphrases all of the main ideas and supporting details</li> <li>• Very well organized</li> <li>• All important details are identified</li> </ul>		
<b>4</b>  <b>D</b>  <b>D</b>	<b>Letter</b>  Personal Business	<ul style="list-style-type: none"> <li>• Missing ONE of the following: date, salutation, body, closing, signature</li> </ul>	<ul style="list-style-type: none"> <li>• All of the following present: date, salutation, body, closing, signature</li> <li>• Follows minimum criteria (report or narrative) for the body of the letter.</li> </ul>	<ul style="list-style-type: none"> <li>• All of the following present and correct: date, salutation, body, closing, signature</li> <li>• Follows standard criteria (report or narrative) for the body of the letter.</li> </ul>	➔	<ul style="list-style-type: none"> <li>• Follows proficient criteria (report or narrative) for the body of the letter.</li> </ul>	➔	<ul style="list-style-type: none"> <li>• Follows exceptional criteria (report or narrative) for the body of the letter.</li> </ul>
<b>4</b>  <b>D</b>	<b>Research Report</b>	<ul style="list-style-type: none"> <li>• Establishes key question about issue; presents literal understanding of topic; cites facts related to topic; uses more than one type of source</li> <li>• Quotes information with citations</li> <li>• Uses resources such as preface, afterward, and appendix</li> </ul>				<ul style="list-style-type: none"> <li>• Paraphrases information from a source with citation</li> </ul>		

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# Santa Rita Union School District

## WRITING RUBRIC

Revised #9: 4/2004

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GR. CONVENTION

	Score 1 Not Passing	Score 2 Minimum Pass	Score 3 Standard	Score 4 Proficient	Score 5 Exceptional	
<b>5</b>	<b>Capitalization</b>	<ul style="list-style-type: none"> <li>Many errors for:                             <ul style="list-style-type: none"> <li>-begin sentences</li> <li>-proper nouns</li> <li>-pronoun "I"</li> <li>-quotes</li> <li>-title</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Attempts to use rules for:                             <ul style="list-style-type: none"> <li>-begin sentences</li> <li>-proper nouns</li> <li>-pronoun "I"</li> <li>-quotes</li> <li>-title</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Occasional misuse of rules for:                             <ul style="list-style-type: none"> <li>-begin sentences</li> <li>-proper nouns</li> <li>-pronoun "I"</li> <li>-quotes</li> <li>-title</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Consistent use of rules for:                             <ul style="list-style-type: none"> <li>-begin sentences</li> <li>-proper nouns</li> <li>-pronoun "I"</li> <li>-quotes</li> <li>-title</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>No capitalization errors</li> </ul>
<b>5</b>	<b>Grammar</b>	<ul style="list-style-type: none"> <li>Many errors for:                             <ul style="list-style-type: none"> <li>-pronouns</li> <li>-verb tenses</li> <li>-subject &amp; predicate agreement</li> <li>-adjective/adverb usage</li> <li>-transitional words</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Attempts to use rules for:                             <ul style="list-style-type: none"> <li>-pronouns</li> <li>-verb tenses</li> <li>-subject &amp; predicate agreement</li> <li>-adjective/adverb usage</li> <li>-transitional words</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Occasional misuse of rules for:                             <ul style="list-style-type: none"> <li>-pronoun</li> <li>-verb tenses</li> <li>-subject and predicate agreement</li> <li>-adjective/adverb usage</li> <li>-transitional words</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Consistent correct use of:                             <ul style="list-style-type: none"> <li>-pronoun</li> <li>-verb tenses</li> <li>-subject and predicate agreement</li> <li>-adjective/adverb usage</li> <li>-transitional words</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>No grammatical errors</li> </ul>
<b>5</b>	<b>Handwriting</b>	<ul style="list-style-type: none"> <li>Unreadable</li> </ul>	<ul style="list-style-type: none"> <li>Difficult to read</li> <li>Improper spacing</li> </ul>	<ul style="list-style-type: none"> <li>Legible</li> <li>Proper spacing</li> <li>Some improperly formed letters</li> </ul>	<ul style="list-style-type: none"> <li>→</li> <li>All letters formed correctly</li> </ul>	<ul style="list-style-type: none"> <li>Neat</li> <li>Uniform spacing and lettering</li> </ul>
<b>5</b>	<b>Paragraphs Sentences</b>	<ul style="list-style-type: none"> <li>No title</li> <li>No indentation</li> <li>No use of margins</li> <li>One paragraph</li> <li>No topic sentence</li> <li>Fragments and run-on sentences</li> <li>No introduction and/or conclusion</li> </ul>	<ul style="list-style-type: none"> <li>Title is not related</li> <li>Most paragraphs are indented</li> <li>Irregular margins</li> <li>2 unrelated paragraphs</li> <li>Weak topic sentences and unrelated supporting sentences</li> <li>Simple sentences</li> <li>Weak introduction and/or conclusion</li> </ul>	<ul style="list-style-type: none"> <li>Acceptable title</li> <li>All paragraphs are indented</li> <li>Proper use of margins</li> <li>2 related paragraphs</li> <li>Topic sentences and a related supporting sentences</li> <li>Some variety of sentence patterns</li> <li>Attempts to introduce and conclude</li> </ul>	<ul style="list-style-type: none"> <li>Appropriate title</li> <li>→</li> <li>3 or more related paragraphs</li> <li>Topic sentences with 2 to 3 supporting sentences that relate</li> <li>Variety of sentence patterns</li> <li>Introduction and conclusion</li> </ul>	<ul style="list-style-type: none"> <li>Intriguing title</li> <li>→</li> <li>3 or more related and logically developed paragraphs</li> <li>Topic sentences exist with 3 to 4 supporting sentences that relate</li> <li>→</li> <li>Appropriate introduction and conclusion</li> <li>Use of transitional words</li> </ul>
<b>5</b>	<b>Punctuation</b>	<ul style="list-style-type: none"> <li>No evidence of:                             <ul style="list-style-type: none"> <li>-end punctuation</li> <li>-commas-quotes, dates, city and state, series</li> <li>-apostrophe</li> <li>-underlining (titles)</li> <li>-quotations (dialogue and title)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Weak use of:                             <ul style="list-style-type: none"> <li>-end punctuation</li> <li>-commas-quotes, dates, city and state, series</li> <li>-apostrophe</li> <li>-underlining (titles)</li> <li>-quotations (dialogue and title)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Attempts to use:                             <ul style="list-style-type: none"> <li>-end punctuation</li> <li>-commas-quotes, dates, city and state, series</li> <li>-apostrophe</li> <li>-underlining (titles)</li> <li>-quotations (dialogue and title)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Consistent use of:                             <ul style="list-style-type: none"> <li>-end punctuation</li> <li>-commas-quotes, dates, city and state, series</li> <li>-apostrophe</li> <li>-underlining (titles)</li> <li>-quotations (dialogue and title)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>No errors in punctuation</li> </ul>
<b>5</b>	<b>Spelling</b>	<ul style="list-style-type: none"> <li>Errors in every sentence</li> </ul>	<ul style="list-style-type: none"> <li>Numerous spelling errors</li> </ul>	<ul style="list-style-type: none"> <li>Basic vocabulary spelled correctly</li> <li>Spelling errors do not interfere with meaning or flow</li> </ul>	<ul style="list-style-type: none"> <li>Occasional spelling errors on more difficult words</li> </ul>	<ul style="list-style-type: none"> <li>All words spelled correctly</li> </ul>

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# Santa Rita Union School District WRITING RUBRIC

Aligned & Articulate to State Standards

Revised #9: 4/2004

GR.	CONTENT	Score 1 Not Passing	Score 2 Minimum Pass	Score 3 Standard	Score 4 Proficient	Score 5 Exceptional
<b>5</b>		<i>Applicable for all genres: 300 – 500 words</i> <ul style="list-style-type: none"> <li>• Select a focus, organization and point of view that reflect purpose, audience, length and format requirements</li> <li>• Organized using chronological order, cause and effect, similarity and difference, or posing and answering questions</li> <li>• Revise for coherence and progression of ideas</li> </ul>				
<b>5</b> <b>M</b>	<b>Narrative Story or Autobiographical Incident (AI)</b>	<ul style="list-style-type: none"> <li>• No setting</li> <li>• No details</li> <li>• May include more than one incident. Disjointed sequence of events rambling to the point it interferes with meaning. No evidence of conflict or resolution. No ending/closure.</li> <li>• No evidence of character description</li> <li>• No dialogue in story</li> <li>• (AI) No significance inferred or presented</li> </ul>	<ul style="list-style-type: none"> <li>• Setting is vague</li> <li>• Relevant but infrequent details</li> <li>• One main incident is presented. Flow of events is unclear or rambles. Conflict and resolution are unclear. Ending is vague.</li> <li>• Limited character development</li> <li>• Very little use of dialogue in story</li> <li>• (AI) Significance is tacked on to the end of the story</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of setting</li> <li>• Descriptive words “tell” the events</li> <li>• Well told incident or unified plot. Events attempt to move story along. Conflict and resolution are stated. Ending is stated.</li> <li>• Characters shown in one of the following ways: actions, behavior, feelings, appearance</li> <li>• Dialogue used but does not move the story</li> <li>• (AI) Significance is somewhat implied and/or stated</li> </ul>	<ul style="list-style-type: none"> <li>• Tells the setting</li> <li>• Descriptive words and phrases “show” the events</li> <li>• Well communicated incident/plot with conflict. Story progresses through a series of events. Conflict, resolution, and conclusion are clearly shown. Ending is appropriate but predictable.</li> <li>• Characters shown through a combination of actions, behavior, feelings, or appearance</li> <li>• Dialogue moves story along but is ineffective for characters and plot development</li> <li>• (AI) Significance of incident may be implied and/or stated</li> </ul>	<ul style="list-style-type: none"> <li>• Setting helps develop character and/or plot</li> <li>• Well chosen and relevant language describes objects, people and actions</li> <li>• Engaging and coherent. incident/plot flows effectively through a series of events. Conflict, resolution, and conclusion revealed through character and plot development. Ending is integral to story.</li> <li>• Characters revealed through actions, behavior, feelings, and appearance</li> <li>• Character and plot development use dialogue effectively throughout the story</li> <li>• (AI) States or implies significance in an integrated way</li> </ul>
<b>5</b> <b>M</b>	<b>Report of Information  (including Descriptive Essay)</b>	<ul style="list-style-type: none"> <li>• Very little information or thinly developed</li> <li>• No evidence of organization</li> <li>• Rambles to the point it interferes with meaning</li> <li>• No topic idea</li> </ul>	<ul style="list-style-type: none"> <li>• Information is more general than specific. Little if any specific detail</li> <li>• Unclear organization</li> <li>• Rambles</li> <li>• Topic idea is unclear or multiple topics</li> </ul>	<ul style="list-style-type: none"> <li>• Some sections contain some specific, concrete, detailed, and relevant information</li> <li>• Organization is evident</li> <li>• Topic idea is present but not always focused</li> </ul>	<ul style="list-style-type: none"> <li>• Most sections contain specific, concrete, detailed, and relevant information</li> <li>• Well organized and focused. Begins and ends effectively. May not show control or coherence</li> <li>• Focused topic idea</li> </ul>	<ul style="list-style-type: none"> <li>• All sections contain specific, concrete, detailed, and relevant information throughout</li> <li>• Entire essay is coherent and focused. Orients readers and concludes in a satisfying way</li> <li>• Shows control</li> <li>• Topic idea is clearly stated or implied with more in-depth detail</li> </ul>
<b>5</b> <b>D</b>	<b>Response to Literature</b>	<ul style="list-style-type: none"> <li>• Rambles.</li> <li>• Mis-states facts of the text.</li> <li>• No understanding of the purpose of the text.</li> <li>• Unable to retell the passage</li> </ul>	<ul style="list-style-type: none"> <li>• Some evidence of organization</li> <li>• Some about the text but thinly developed</li> <li>• Minimal understanding of literary work</li> <li>• Few or unclear references to text</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of organization</li> <li>• Retells passage but lacks an interpretation</li> <li>• Understanding of the facts and main idea of the work</li> <li>• Supports some judgments through references to text</li> <li>• Lacks textual examples and details</li> </ul>	<ul style="list-style-type: none"> <li>• Organization fits the text’s organization</li> <li>• Develops interpretations that demonstrate a limited grasp of the text</li> <li>• Understanding of the text’s facts, main idea, purpose and audience</li> <li>• Supports most judgments through references to text</li> <li>• Provides few if any textual examples and details to support the interpretations</li> </ul>	<ul style="list-style-type: none"> <li>• Organization fits the text’s organization</li> <li>• Develops interpretations that show a grasp of the text</li> <li>• Understanding of facts, ideas, purpose, audience, and point of view</li> <li>• Provides support for judgments through specific references to text and use of prior knowledge</li> <li>• Provides textual examples and details to support the interpretations</li> </ul>

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Aligned & Articulate to State Standards

Revised #9: 4/2004

GR.	CONTENT	Score 1 Not Passing	Score 2 Minimum Pass	Score 3 Standard	Score 4 Proficient	Score 5 Exceptional
5		<i>Applicable for all genres: 300 – 500 words</i> <ul style="list-style-type: none"> <li>Select a focus, organization and point of view that reflect purpose, audience, length and format requirements</li> <li>Organized using chronological order, cause and effect, similarity and difference, or posing and answering questions</li> <li>Revise for coherence and progression of ideas</li> </ul>				
5 D	<b>Summary of Reading</b>	<ul style="list-style-type: none"> <li>Substantial copying of key phrases</li> <li>Unable to retell the significant details of the text.</li> <li>Demonstrates no understanding of the main idea of the text</li> <li>Unable to retell the text in own words</li> </ul>	<ul style="list-style-type: none"> <li>Paraphrases some of the main ideas</li> <li>Some supporting details are identified or too many supporting details are identified</li> <li>Demonstrates little grasp of the main idea of the text. Lacks textual examples and details that support the main idea.</li> <li>Lacks use of own words to explain main idea</li> </ul>	<ul style="list-style-type: none"> <li>Paraphrases most of the main ideas</li> <li>Most important details are identified</li> <li>Demonstrates a limited grasp of the main idea of the text. Provides few, textual examples and details that support the main idea.</li> <li>Uses own words to explain the main idea</li> <li>Lacks an interpretation or may be a simple retelling of the text.</li> </ul>	<ul style="list-style-type: none"> <li>Clearly paraphrases all of the main ideas and supporting details</li> <li>All important details are identified</li> <li>Develops a comprehensive grasp of the main idea of the text. Provides textual examples and details to explain the main idea.</li> <li>Develops and organizes own words, with supporting ideas and quotes, to explain the main idea</li> <li>Includes reflections that lack accuracy or coherence as related to main idea</li> </ul>	<ul style="list-style-type: none"> <li>Develops a thoughtful, and comprehensive grasp of the main idea of the text. Provides specific textual examples and details to explain the main idea.</li> <li>Develops and organizes a coherent explanation of main idea, in own words using textual quotes</li> <li>Organizes accurate and reasonably coherent reflections around meaning of the main idea of the text</li> </ul>
5 I	<b>Persuasive Essay (including Cause and Effect)</b>	<ul style="list-style-type: none"> <li>No evidence of point of view</li> <li>Very little information</li> <li>Situation not stated</li> <li>No persuasive evidence</li> </ul>	<ul style="list-style-type: none"> <li>Clear point of view</li> <li>Little if any specific details</li> <li>Describe situation and a premise for a desired course of action</li> <li>Give simple persuasive evidence to support the argument</li> </ul>	<ul style="list-style-type: none"> <li>Point of view is engaging</li> <li>Some details are specific and relevant</li> <li>Established connection between the situation and the implied causes or effects</li> <li>Give simple persuasive evidence for validity of the argument</li> </ul>	<ul style="list-style-type: none"> <li>Logical progression of argument defending point of view</li> <li>Most details are specific, relevant and concrete</li> <li>Logical connection of argument to the cause and effect</li> <li>More sophisticated reasoning and compelling evidence for the argument</li> </ul>	<ul style="list-style-type: none"> <li>Convincing case defends point of view and defeats opposition</li> <li>Details throughout are specific, relevant and concrete</li> <li>Both sides of argument is present with evidence, examples and experiences</li> <li>Shows depth of understanding through reasoning, evidence, examples and experiences for the argument</li> </ul>
5 M	<b>Letter (Business &amp; Personal)</b>	<ul style="list-style-type: none"> <li>One+ of the following are missing:                             <ul style="list-style-type: none"> <li>-heading -inside address</li> <li>-greeting -body</li> <li>-closing -signature</li> </ul> </li> <li>No margins or indentations</li> <li>Body not organized</li> </ul>	<ul style="list-style-type: none"> <li>Most of the following are placed correctly:                             <ul style="list-style-type: none"> <li>-heading -inside address</li> <li>-greeting -body</li> <li>-closing -signature</li> </ul> </li> <li>Irregular margins or indentations</li> <li>Organization of body is unclear</li> </ul>	<ul style="list-style-type: none"> <li>All of the following is placed correctly:                             <ul style="list-style-type: none"> <li>-heading -inside address</li> <li>-greeting -body</li> <li>-closing -signature</li> </ul> </li> <li>Improper margins or indentations</li> <li>Content is clearly organized</li> </ul>	<ul style="list-style-type: none"> <li>Proper margins &amp; indentation</li> <li>Conveys appropriate tone</li> <li>Attempts to persuade, convince or accomplish a stated purpose</li> </ul>	<ul style="list-style-type: none"> <li>Shows depth of purpose or effective persuasive argument</li> </ul>
5 D	<b>Research Report</b>	<ul style="list-style-type: none"> <li>Establishes key question about issue; presents literal understanding of topic; cites facts related to topic; uses more than one type of source</li> <li>Quotes information with citations</li> <li>Uses resources such as preface, afterword, and appendix</li> </ul>				

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**GR CONVENTIONS**

		<b>Score 1 Not Passing</b>	<b>Score 2 Minimum Pass</b>	<b>Score 3 Standard</b>	<b>Score 4 Proficient</b>	<b>Score 5 Exceptional</b>
<b>6</b>	<b>Capitalization</b>	<ul style="list-style-type: none"> <li>No or little correct use of capitalization</li> </ul>	<ul style="list-style-type: none"> <li>Few uses of capitalization rules</li> </ul>	<ul style="list-style-type: none"> <li>Inconsistent use of capitalization rules</li> </ul>	<ul style="list-style-type: none"> <li>Consistently correct capitalization</li> </ul>	<ul style="list-style-type: none"> <li>No capitalization errors</li> </ul>
<b>6</b>	<b>Grammar</b>	<ul style="list-style-type: none"> <li>Many errors for: -pronouns - verb tenses -subject &amp; predicate agreement - adjective/adverb usage - transitional words</li> </ul>	<ul style="list-style-type: none"> <li>Attempts to use rules for: - pronouns -verb tenses - subject &amp; predicate agreement -adjective/adverb usage - transitional words</li> </ul>	<ul style="list-style-type: none"> <li>Occasional misuse of rules for: -pronoun -verb tenses - subject and predicate agreement -adjective/adverb usage -transitional words</li> </ul>	<ul style="list-style-type: none"> <li>Consistent use of rules for: - pronoun -verb tenses -subject and predicate agreement - adjective/adverb usage - transitional words</li> </ul>	<ul style="list-style-type: none"> <li>No grammatical errors</li> </ul>
<b>6</b>	<b>Handwriting</b>	<ul style="list-style-type: none"> <li>Unreadable</li> </ul>	<ul style="list-style-type: none"> <li>Difficult to read</li> <li>Improper spacing</li> </ul>	<ul style="list-style-type: none"> <li>Legible</li> <li>Proper spacing</li> <li>Some improperly formed letters</li> </ul>	<ul style="list-style-type: none"> <li>→</li> <li>→</li> <li>All letters formed correctly</li> </ul>	<ul style="list-style-type: none"> <li>→</li> <li>• Neat</li> <li>• Uniform spacing</li> <li>→</li> </ul>
<b>6</b>	<b>Sentencing and Paragraphing</b>	<ul style="list-style-type: none"> <li>Rambles</li> <li>No evidence of paragraphing</li> <li>Run-on or fragmented sentences</li> <li>No topic sentences</li> <li>No introduction and/or conclusion</li> <li>No margins and indentations</li> <li>No title</li> </ul>	<ul style="list-style-type: none"> <li>One or more paragraphs – not logically developed</li> <li>Simple sentences</li> <li>Weak topic sentences and unrelated supporting sentences</li> <li>Weak introduction and/or conclusion</li> <li>Irregular margins and indentation</li> <li>Title not related</li> </ul>	<ul style="list-style-type: none"> <li>At least three logically developed paragraphs</li> <li>Some variety in sentence patterns</li> <li>Topic sentences with at least 3-4 supporting sentences</li> <li>Some attempt to introduce and conclude</li> <li>Proper margins and indentation</li> <li>Title exists</li> </ul>	<ul style="list-style-type: none"> <li>Four or more logically developed paragraphs</li> <li>Variety of sentence patterns or structure</li> <li>Strong topic sentences with at least 4 supporting sentences that explain or give examples</li> <li>Developed introduction and conclusion</li> <li>Appropriate title</li> </ul>	<ul style="list-style-type: none"> <li>Five or more logically developed paragraphs</li> <li>Uses transitional words and phrases to link paragraphs</li> <li>Effective topic sentences with 4-5 supporting sentences that explain, give examples or show experiences</li> <li>Effective introduction and conclusion</li> <li>Intriguing title</li> </ul>
<b>6</b>	<b>Punctuation</b>	<ul style="list-style-type: none"> <li>No evidence of punctuation</li> <li>No evidence of punctuation</li> </ul>	<ul style="list-style-type: none"> <li>Little evidence: -ending punctuation -dialogue -appositives</li> <li>Little evidence in use of: -underlining -quotation marks for titles and names -commas in addresses, dates, conjunctions, series</li> </ul>	<ul style="list-style-type: none"> <li>No errors: -ending punctuation -dialogue -appositives</li> <li>Inconsistent use of: -underlining -quotation marks for titles and names -commas in addresses, dates, conjunctions, series</li> <li>Inconsistent use of: -commas with appositives -colons and semicolons</li> </ul>	<ul style="list-style-type: none"> <li>→</li> <li>Consistent use of: -underlining -quotation marks for titles and names -commas in addresses, dates, conjunctions, series</li> <li>Consistent use of commas with appositives, colons and semicolons</li> </ul>	<ul style="list-style-type: none"> <li>No punctuation errors</li> </ul>
<b>6</b>	<b>Spelling</b>	<ul style="list-style-type: none"> <li>Errors in every sentence</li> </ul>	<ul style="list-style-type: none"> <li>Numerous errors</li> </ul>	<ul style="list-style-type: none"> <li>Basic vocabulary spelled correctly</li> <li>Errors do not interfere with flow or meaning</li> </ul>	<ul style="list-style-type: none"> <li>Occasional errors on more difficult words</li> </ul>	<ul style="list-style-type: none"> <li>All words spelled correctly</li> </ul>

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<b>6 Applicable for all genres: 400 – 600 words except Research Report</b>						
<b>6</b>	<b>Narrative</b>	<ul style="list-style-type: none"> <li>• No setting</li> <li>• No details</li> </ul>	<ul style="list-style-type: none"> <li>• Setting is vague</li> <li>• Relevant but infrequent details</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of setting</li> <li>• Descriptive words “tell” the events</li> </ul>	<ul style="list-style-type: none"> <li>• Tells the setting</li> <li>• Descriptive words and phrases “show” the events</li> </ul>	<ul style="list-style-type: none"> <li>• Shows the setting</li> <li>• Well chosen and relevant language describes objects, people and actions</li> </ul>
<b>M</b>	<b>Story &amp; Autobiographical Incident</b>	<ul style="list-style-type: none"> <li>• May include more than one incident. Disjointed sequence of events rambling to the point it interferes with meaning. No evidence of conflict or resolution. No ending/ closure.</li> <li>• No evidence of character description</li> <li>• No dialogue in story</li> <li>• No significance inferred or presented</li> </ul>	<ul style="list-style-type: none"> <li>• One main incident is presented. Flow of events is unclear or rambles. Conflict and resolution are unclear. Ending is vague.</li> <li>• Limited character development</li> <li>• Very little use of dialogue in story</li> <li>• Significance is tacked on to the end of the story</li> </ul>	<ul style="list-style-type: none"> <li>• Well told incident or unified plot. Events attempt to move story along. Conflict and resolution are stated. Ending is stated.</li> <li>• Characters shown in one of the following ways: actions, behavior, feelings, appearance</li> <li>• Dialogue used but does not move the story</li> <li>• Significance is somewhat implied and/or stated</li> </ul>	<ul style="list-style-type: none"> <li>• Well communicated incident/plot. Story progresses through a series of events. Conflict, resolution, and conclusion are clearly shown. Ending is appropriate but predictable.</li> <li>• Characters shown through a combination of actions, behavior, feelings, or appearance</li> <li>• Dialogue moves story along but is ineffective for characters and plot development</li> <li>• Significance of incident may be implied and/or stated</li> </ul>	<ul style="list-style-type: none"> <li>• Engaging and coherent. incident/plot flows effectively through a series of events. Conflict, resolution, and conclusion revealed through character and plot development. Ending is integral to story.</li> <li>• Characters revealed through actions, behavior, feelings, and appearance</li> <li>• Dialogue used effectively throughout the story and assists in character development</li> <li>• States or implies significance in an integrated way</li> </ul>
<b>6</b>	<b>Report of Information</b>	<ul style="list-style-type: none"> <li>• No question</li> <li>• No stand</li> <li>• Confusing, or missing information</li> <li>• No organization</li> </ul>	<ul style="list-style-type: none"> <li>• Attempts to establish a question for investigation</li> <li>• Stand taken, may waver; attempts to inform</li> <li>• Very little information, nearly all general</li> <li>• Shaky organization; unfocused; may rely on prompt; brief</li> </ul>	<ul style="list-style-type: none"> <li>• Poses the questions simply</li> <li>• Stand taken, but lacks authority and interest</li> <li>• Reasons not as thoughtful or extensive. General statements or lists</li> <li>• Usually stays on topic, but may lack the focus established by a controlling idea. May be confined to suggestions in prompt</li> </ul>	<ul style="list-style-type: none"> <li>• Scope of question is narrow enough to provide focus</li> <li>• Clear stand and interest</li> <li>• Some sections contain specific concrete detailed, and relevant information</li> <li>• Well organized and focused. Begins and ends effectively. Shows control.</li> </ul>	<ul style="list-style-type: none"> <li>• Question unifies and focuses the essay</li> <li>• Authoritative stand; interesting and lively</li> <li>• Specific information that is concrete details, and relevant with solid evidence, and sound reasoning</li> <li>• Entire essay is coherent and focused. Orients readers and concludes in an effective way</li> </ul>
<b>6</b>	<b>Summary of Reading</b>	<ul style="list-style-type: none"> <li>• Demonstrates no understanding of the main idea of the text</li> <li>• Unable to retell the significant details of the text.</li> <li>• Unable to retell the text in own words</li> <li>• Unable to retell the text</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates little grasp of the main idea of the text</li> <li>• Lacks textual examples and details that support the main idea</li> <li>• Lacks use of own words to explain main idea</li> <li>• Lacks an interpretation or may be a simple retelling of the text</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates a limited grasp of the main idea of the text</li> <li>• Provides few, textual examples and details that support the main idea</li> <li>• Uses own words to explain the main idea</li> <li>• Includes reflections that lack accuracy or coherence as related to main idea</li> </ul>	<ul style="list-style-type: none"> <li>• Develops a comprehensive grasp of the main idea of the text</li> <li>• Provides textual examples and details to explain the main idea</li> <li>• Develops and organizes own words, with supporting ideas and quotes, to explain the main idea</li> <li>• Organizes accurate and reasonably coherent reflections around meaning of the main idea of the text</li> </ul>	<ul style="list-style-type: none"> <li>• Develops a thoughtful, and comprehensive grasp of the main idea of the text.</li> <li>• Provides specific textual examples and details to explain the main idea</li> <li>• Develops and organizes a coherent explanation of main idea, in own words using textual quotes</li> <li>• Organizes accurate and coherent reflections around underlying meaning of the main idea of the text</li> </ul>

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# Santa Rita Union School District WRITING RUBRIC

Aligned & Articulate to State Standards

Revised #9: 4/2004

CONTENT		Score 1 Not Passing	Score 2 Minimum Pass	Score 3 Standard	Score 4 Proficient	Score 5 Exceptional
<b>6</b> <i>Applicable for all genres:</i> <b>400 – 600 words except Research Report</b>						
<b>6</b> <b>M</b>	<b>Response to Literature</b>	<ul style="list-style-type: none"> <li>• Demonstrates no understanding of the text</li> <li>• Unable to retell the passage</li> <li>• Demonstrates no understanding of purpose and audience</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates little grasp of the text</li> <li>• Lacks an interpretation or may be a simple retelling of passage</li> <li>• Lacks textual examples and details</li> <li>• Demonstrates little understanding or purpose and audience</li> <li>• Lacks a point of view, focus, organizational structure, and transitions that unify important ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Develops interpretations that demonstrate a limited grasp of the text</li> <li>• Includes interpretations that lack accuracy or coherence as related to ideas, premises, or images from the literary work</li> <li>• Provides few if any textual examples and details to support the interpretations</li> <li>• Demonstrates a general understanding of purpose and audience</li> <li>• Maintains an inconsistent point of view and organizational structure, including effective use of transitions</li> </ul>	<ul style="list-style-type: none"> <li>• Develops interpretations that demonstrate a comprehensive grasp of the text</li> <li>• Organizes accurate and reasonably coherent interpretations around clear ideas, premises, or images from the literary work.</li> <li>• Provides textual examples and details to support the interpretations</li> <li>➔</li> <li>• Maintains a mostly consistent point of view and organizational structure, including effective use of transitions</li> </ul>	<ul style="list-style-type: none"> <li>• Develops interpretations that demonstrate a thoughtful, comprehensive grasp of the text</li> <li>• Organizes accurate and coherent interpretations around clear ideas, premises, or images from literary work</li> <li>• Provides specific examples and details to support the interpretations</li> <li>• Demonstrates a clear understanding of the purpose and audience</li> <li>• Maintains a consistent point of view and organizational structure, including effective use of transitions</li> </ul>
<b>6</b> <b>D</b>	<b>Persuasive Essay (including Cause and Effect)</b>	<ul style="list-style-type: none"> <li>• No evidence of point of view</li> <li>• Very little information</li> <li>• Situation not stated</li> <li>• No persuasive evidence</li> </ul>	<ul style="list-style-type: none"> <li>• Clear point of view</li> <li>• Little if any specific details</li> <li>• Describe situation and a premise for a desired course of action</li> <li>• Give simple persuasive evidence to support the argument</li> </ul>	<ul style="list-style-type: none"> <li>• Point of view is engaging</li> <li>• Some details are specific and relevant</li> <li>• Established connection between the situation and the implied causes or effects</li> <li>• Give simple persuasive evidence for validity of the argument</li> </ul>	<ul style="list-style-type: none"> <li>• Logical progression of argument defending point of view</li> <li>• Most details are specific, relevant and concrete</li> <li>• Logical connection of argument to the cause and effect</li> <li>• More sophisticated reasoning and compelling evidence for the argument</li> </ul>	<ul style="list-style-type: none"> <li>• Convincing case defends point of view and defeats opposition</li> <li>• Details throughout are specific, relevant and concrete</li> <li>• Both sides of argument is present with evidence, examples and experiences</li> <li>• Shows depth of understanding through reasoning, evidence, examples and experiences for the argument</li> </ul>
<b>6</b> <b>R</b>	<b>Letter (Business &amp; Personal)</b>	<ul style="list-style-type: none"> <li>• One+ of the following are missing: -heading -inside address -greeting -body -closing -signature</li> <li>• No margins or indentations</li> <li>• Body not organized</li> </ul>	<ul style="list-style-type: none"> <li>• Most of the following are placed correctly: -heading -inside address -greeting -body -closing -signature</li> <li>• Irregular margins or indentations</li> <li>• Organization of body is unclear</li> </ul>	<ul style="list-style-type: none"> <li>• All of the following is placed correctly: -heading -inside address -greeting -body -closing -signature</li> <li>• Improper margins or indentations</li> <li>• Body's content is clearly organized</li> </ul>	<ul style="list-style-type: none"> <li>➔</li> <li>• All margins and indentations are correct</li> <li>• The body conveys appropriate tone</li> </ul>	<ul style="list-style-type: none"> <li>➔</li> <li>• The body shows depth of purpose</li> </ul>
<b>6</b> <b>D</b>	<b>Research Report</b>	<ul style="list-style-type: none"> <li>• Establishes key question about issue; presents literal understanding of topic; cites facts related to topic; uses more than one type of source</li> <li>• Quotes information with citations</li> <li>• Uses resources such as preface, afterword, and appendix</li> <li>• Uses at least 5 references of at least 3 varieties: primary source, encyclopedia, books, magazines, newspapers, internet</li> <li>• Prepares note cards keyed to tentative bibliography, tentative &amp; final outline, bibliography</li> </ul>				<ul style="list-style-type: none"> <li>• Paraphrases information from a source with citation</li> </ul>

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# Santa Rita Union School District WRITING RUBRIC

Aligned & Articulate to State Standards

Revised #9: 4/2004

**GR CONVENTIONS**

		<b>Score 1 Not Passing</b>	<b>Score 2 Minimum Pass</b>	<b>Score 3 Standard</b>	<b>Score 4 Proficient</b>	<b>Score 5 Exceptional</b>
7	<b>Capitalization</b>	<ul style="list-style-type: none"> <li>No or little correct use of capitalization</li> </ul>	<ul style="list-style-type: none"> <li>Few uses of capitalization rules</li> </ul>	<ul style="list-style-type: none"> <li>Inconsistent use of capitalization rules</li> </ul>	<ul style="list-style-type: none"> <li>Consistently correct capitalization</li> </ul>	<ul style="list-style-type: none"> <li>No capitalization errors</li> </ul>
7	<b>Grammar</b>	<ul style="list-style-type: none"> <li>Many errors for: -pronouns - verb tenses -subject &amp; predicate agreement - adjective/adverb usage - transitional words</li> </ul>	<ul style="list-style-type: none"> <li>Attempts to use rules for: - pronouns -verb tenses - subject &amp; predicate agreement -adjective/adverb usage - transitional words</li> </ul>	<ul style="list-style-type: none"> <li>Occasional misuse of rules for: -pronoun -verb tenses - subject and predicate agreement -adjective/adverb usage -transitional words</li> </ul>	<ul style="list-style-type: none"> <li>Consistent use of rules for: - pronoun -verb tenses -subject and predicate agreement - adjective/adverb usage - transitional words</li> </ul>	<ul style="list-style-type: none"> <li>No grammatical errors</li> </ul>
7	<b>Handwriting</b>	<ul style="list-style-type: none"> <li>Unreadable</li> </ul>	<ul style="list-style-type: none"> <li>Difficult to read</li> <li>Improper spacing</li> </ul>	<ul style="list-style-type: none"> <li>Legible</li> <li>Proper spacing</li> <li>Some improperly formed letters</li> </ul>	<ul style="list-style-type: none"> <li>→</li> <li>→</li> <li>All letters formed correctly</li> </ul>	<ul style="list-style-type: none"> <li>→</li> <li>Neat</li> <li>Uniform spacing</li> <li>→</li> </ul>
7	<b>Sentencing and Paragraphing</b>	<ul style="list-style-type: none"> <li>Rambles</li> <li>No evidence of paragraphing</li> <li>Run-on or fragmented sentences</li> <li>No topic sentences</li> <li>No introduction and/or conclusion</li> <li>No margins and indentations</li> <li>No title</li> </ul>	<ul style="list-style-type: none"> <li>One or more paragraphs – not logically developed</li> <li>Simple sentences</li> <li>Weak topic sentences and unrelated supporting sentences</li> <li>Weak introduction and/or conclusion</li> <li>Irregular margins and indentation</li> <li>Title not related</li> </ul>	<ul style="list-style-type: none"> <li>At least three logically developed paragraphs</li> <li>Some variety in sentence patterns</li> <li>Topic sentences with at least 3-4 supporting sentences</li> <li>Some attempt to introduce and conclude</li> <li>Proper margins and indentation</li> <li>Title exists</li> </ul>	<ul style="list-style-type: none"> <li>Four or more logically developed paragraphs</li> <li>Variety of sentence patterns or structure</li> <li>Strong topic sentences with at least 4 supporting sentences that explain or give examples</li> <li>Developed introduction and conclusion</li> <li>Appropriate title</li> </ul>	<ul style="list-style-type: none"> <li>Five or more logically developed paragraphs</li> <li>Uses transitional words and phrases to link paragraphs</li> <li>Effective topic sentences with 4-5 supporting sentences that explain, give examples or show experiences</li> <li>Effective introduction and conclusion</li> <li>Intriguing title</li> </ul>
7	<b>Punctuation</b>	<ul style="list-style-type: none"> <li>No evidence of punctuation</li> <li>No evidence of punctuation</li> </ul>	<ul style="list-style-type: none"> <li>Little evidence: -ending punctuation -dialogue -appositives</li> <li>Little evidence in use of: -underlining -quotation marks for titles and names -commas in addresses, dates, conjunctions, series</li> </ul>	<ul style="list-style-type: none"> <li>No errors: -ending punctuation -dialogue -appositives</li> <li>Inconsistent use of: -underlining -quotation marks for titles and names -commas in addresses, dates, conjunctions, series</li> <li>Inconsistent use of: -commas with appositives -colons and semicolons</li> </ul>	<ul style="list-style-type: none"> <li>→</li> <li>Consistent use of: -underlining -quotation marks for titles and names -commas in addresses, dates, conjunctions, series</li> <li>Consistent use of commas with appositives, colons and semicolons</li> </ul>	<ul style="list-style-type: none"> <li>No punctuation errors</li> </ul>
7	<b>Spelling</b>	<ul style="list-style-type: none"> <li>Errors in every sentence</li> </ul>	<ul style="list-style-type: none"> <li>Numerous errors</li> </ul>	<ul style="list-style-type: none"> <li>Basic vocabulary spelled correctly</li> <li>Errors do not interfere with flow or meaning</li> </ul>	<ul style="list-style-type: none"> <li>Occasional errors on more difficult words</li> </ul>	<ul style="list-style-type: none"> <li>All words spelled correctly</li> </ul>

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GR.	CONTENT	Score 1 Not Passing	Score 2 Minimum Pass	Score 3 Standard	Score 4 Proficient	Score 5 Exceptional	
<b>7 Applicable for all genres: 500 – 700 words</b>							
<b>M STAR</b>	<b>Narrative  Story &amp; Autobiographical Incident</b>	<ul style="list-style-type: none"> <li>• No setting</li> <li>• No details</li> <li>• May include more than one incident. Disjointed sequence of events rambling to the point it interferes with meaning. No evidence of conflict or resolution. No ending/ closure.</li> <li>• No evidence of character description</li> <li>• No dialogue in story</li> <li>• No significance inferred or presented</li> </ul>	<ul style="list-style-type: none"> <li>• Setting is vague</li> <li>• Relevant but infrequent details</li> <li>• One main incident is presented. Flow of events is unclear or rambles. Conflict and resolution are unclear. Ending is vague.</li> <li>• Limited character development</li> <li>• Very little use of dialogue in story</li> <li>• Significance is tacked on to the end of the story</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of setting</li> <li>• Descriptive words “tell” the events</li> <li>• Well told incident or unified plot. Events attempt to move story along. Conflict and resolution are stated. Ending is stated.</li> <li>• Characters shown in one of the following ways: actions, behavior, feelings, appearance</li> <li>• Dialogue used but does not move the story</li> <li>• Significance is somewhat implied and/or stated</li> </ul>	<ul style="list-style-type: none"> <li>• Tells the setting</li> <li>• Descriptive words and phrases “show” the events</li> <li>• Well communicated incident/plot. Story progresses through a series of events. Conflict, resolution, and conclusion are clearly shown. Ending is appropriate but predictable.</li> <li>• Characters shown through a combination of actions, behavior, feelings, or appearance</li> <li>• Dialogue moves story along but is ineffective for characters and plot development</li> <li>• Significance of incident may be implied and/or stated</li> </ul>	<ul style="list-style-type: none"> <li>• Shows the setting</li> <li>• Well chosen and relevant language describes objects, people and actions</li> <li>• Engaging and coherent. incident/plot flows effectively through a series of events. Conflict, resolution, and conclusion revealed through character and plot development. Ending is integral to story.</li> <li>• Characters revealed through actions, behavior, feelings, and appearance</li> <li>• Dialogue used effectively throughout the story and assists in character development</li> <li>• States or implies significance in an integrated way</li> </ul>	
	<b>R</b>	<b>Report of Information</b>	<ul style="list-style-type: none"> <li>• No question</li> <li>• No stand</li> <li>• Confusing, or missing information</li> <li>• No organization</li> </ul>	<ul style="list-style-type: none"> <li>• Attempts to establish a question for investigation</li> <li>• Stand taken, may waver; attempts to inform</li> <li>• Very little information, nearly all general</li> <li>• Shaky organization; unfocused; may rely on prompt; brief</li> </ul>	<ul style="list-style-type: none"> <li>• Poses the questions simply</li> <li>• Stand taken, but lacks authority and interest</li> <li>• Reasons not as thoughtful or extensive. General statements or lists</li> <li>• Usually stays on topic, but may lack the focus established by a controlling idea. May be confined to suggestions in prompt</li> </ul>	<ul style="list-style-type: none"> <li>• Scope of question is narrow enough to provide focus</li> <li>• Clear stand and interest</li> <li>• Some sections contain specific concrete detailed, and relevant information</li> <li>• Well organized and focused. Begins and ends effectively. Shows control.</li> </ul>	<ul style="list-style-type: none"> <li>• Question unifies and focuses the essay</li> <li>• Authoritative stand; interesting and lively</li> <li>• Specific information that is concrete details, and relevant with solid evidence, and sound reasoning</li> <li>• Entire essay is coherent and focused. Orients readers and concludes in an effective way</li> </ul>
	<b>M STAR</b>	<b>Summary of Reading</b>	<ul style="list-style-type: none"> <li>• Demonstrates no understanding of the main idea of the text</li> <li>• Unable to retell the significant details of the text.</li> <li>• Unable to retell the text in own words</li> <li>• Unable to retell the text</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates little grasp of the main idea of the text</li> <li>• Lacks textual examples and details that support the main idea</li> <li>• Lacks use of own words to explain main idea</li> <li>• Lacks an interpretation or may be a simple retelling of the text</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates a limited grasp of the main idea of the text</li> <li>• Provides few, textual examples and details that support the main idea</li> <li>• Uses own words to explain the main idea</li> <li>• Includes reflections that lack accuracy or coherence as related to main idea</li> </ul>	<ul style="list-style-type: none"> <li>• Develops a comprehensive grasp of the main idea of the text</li> <li>• Provides textual examples and details to explain the main idea</li> <li>• Develops and organizes own words, with supporting ideas and quotes, to explain the main idea</li> <li>• Organizes accurate and reasonably coherent reflections around meaning of the main idea of the text</li> </ul>	<ul style="list-style-type: none"> <li>• Develops a thoughtful, and comprehensive grasp of the main idea of the text.</li> <li>• Provides specific textual examples and details to explain the main idea</li> <li>• Develops and organizes a coherent explanation of main idea, in own words using textual quotes</li> <li>• Organizes accurate and coherent reflections around underlying meaning of the main idea of the text</li> </ul>

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<b>7</b> <i>Applicable for all genres:</i> <b>500 – 700 words except Research Report</b>						
<b>7</b> <b>M</b> <b>STAR</b>	<b>Response to Literature</b>	<ul style="list-style-type: none"> <li>• Demonstrates no understanding of the text</li> <li>• Unable to retell the passage</li> <li>• Demonstrates no understanding of purpose and audience</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates little grasp of the text</li> <li>• Lacks an interpretation or may be a simple retelling of passage</li> <li>• Lacks textual examples and details</li> <li>• Demonstrates little understanding or purpose and audience</li> <li>• Lacks a point of view, focus, organizational structure, and transitions that unify important ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Develops interpretations that demonstrate a limited grasp of the text</li> <li>• Includes interpretations that lack accuracy or coherence as related to ideas, premises, or images from the literary work</li> <li>• Provides few if any textual examples and details to support the interpretations</li> <li>• Demonstrates a general understanding of purpose and audience</li> <li>• Maintains an inconsistent point of view and organizational structure, including effective use of transitions</li> </ul>	<ul style="list-style-type: none"> <li>• Develops interpretations that demonstrate a comprehensive grasp of the text</li> <li>• Organizes accurate and reasonably coherent interpretations around clear ideas, premises, or images from the literary work.</li> <li>• Provides textual examples and details to support the interpretations →</li> <li>• Maintains a mostly consistent point of view and organizational structure, including effective use of transitions</li> </ul>	<ul style="list-style-type: none"> <li>• Develops interpretations that demonstrate a thoughtful, comprehensive grasp of the text</li> <li>• Organizes accurate and coherent interpretations around clear ideas, premises, or images from literary work</li> <li>• Provides specific examples and details to support the interpretations</li> <li>• Demonstrates a clear understanding of the purpose and audience</li> <li>• Maintains a consistent point of view and organizational structure, including effective use of transitions</li> </ul>
<b>7</b> <b>M</b> <b>STAR</b>	<b>Persuasive Essay (including Cause and Effect)</b>	<ul style="list-style-type: none"> <li>• No evidence of point of view</li> <li>• Very little information</li> <li>• Situation not stated</li> <li>• No persuasive evidence</li> </ul>	<ul style="list-style-type: none"> <li>• Clear point of view</li> <li>• Little if any specific details</li> <li>• Describe situation and a premise for a desired course of action</li> <li>• Give simple persuasive evidence to support the argument</li> </ul>	<ul style="list-style-type: none"> <li>• Point of view is engaging</li> <li>• Some details are specific and relevant</li> <li>• Established connection between the situation and the implied causes or effects</li> <li>• Give simple persuasive evidence for validity of the argument</li> </ul>	<ul style="list-style-type: none"> <li>• Logical progression of argument defending point of view</li> <li>• Most details are specific, relevant and concrete</li> <li>• Logical connection of argument to the cause and effect</li> <li>• More sophisticated reasoning and compelling evidence for the argument</li> </ul>	<ul style="list-style-type: none"> <li>• Convincing case defends point of view and defeats opposition</li> <li>• Details throughout are specific, relevant and concrete</li> <li>• Both sides of argument is present with evidence, examples and experiences</li> <li>• Shows depth of understanding through reasoning, evidence, examples and experiences for the argument</li> </ul>
<b>7</b> <b>R</b>	<b>Letter (Business &amp; Personal)</b>	<ul style="list-style-type: none"> <li>• One+ of the following are missing: -heading -inside address -greeting -body -closing -signature</li> <li>• No margins or indentations</li> <li>• Body not organized</li> </ul>	<ul style="list-style-type: none"> <li>• Most of the following are placed correctly: -heading -inside address -greeting -body -closing -signature</li> <li>• Irregular margins or indentations</li> <li>• Organization of body is unclear</li> </ul>	<ul style="list-style-type: none"> <li>• All of the following is placed correctly: -heading -inside address -greeting -body -closing -signature</li> <li>• Improper margins or indentations</li> <li>• Body's content is clearly organized</li> </ul>	<ul style="list-style-type: none"> <li>→</li> <li>• All margins and indentations are correct</li> <li>• The body conveys appropriate tone</li> </ul>	<ul style="list-style-type: none"> <li>→</li> <li>• The body shows depth of purpose</li> </ul>
<b>7</b> <b>D</b>	<b>Research Report</b>	<ul style="list-style-type: none"> <li>• Establishes key question about issue; presents literal understanding of topic; cites facts related to topic; uses more than one type of source</li> <li>• Quotes information with citations</li> <li>• Uses resources such as preface, afterword, and appendix</li> <li>• Uses at least 5 references of at least 3 varieties: primary source, encyclopedia, books, magazines, newspapers, internet</li> <li>• Prepares note cards keyed to tentative bibliography, tentative &amp; final outline, bibliography</li> </ul>				

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GR CONVENTIONS		Score 1 Not Passing	Score 2 Minimum Pass	Score 3 Standard	Score 4 Proficient	Score 5 Exceptional
8	<b>Capitalization</b>	<ul style="list-style-type: none"> <li>No or little correct use of capitalization</li> </ul>	<ul style="list-style-type: none"> <li>Few uses of capitalization rules</li> </ul>	<ul style="list-style-type: none"> <li>Inconsistent use of capitalization rules</li> </ul>	<ul style="list-style-type: none"> <li>Consistently correct capitalization</li> </ul>	<ul style="list-style-type: none"> <li>No capitalization errors</li> </ul>
8	<b>Grammar</b>	<ul style="list-style-type: none"> <li>Many errors for: -pronouns - verb tenses -subject &amp; predicate agreement - adjective/adverb usage - transitional words</li> </ul>	<ul style="list-style-type: none"> <li>Attempts to use rules for: - pronouns -verb tenses - subject &amp; predicate agreement -adjective/adverb usage - transitional words</li> </ul>	<ul style="list-style-type: none"> <li>Occasional misuse of rules for: -pronoun -verb tenses - subject and predicate agreement -adjective/adverb usage -transitional words</li> </ul>	<ul style="list-style-type: none"> <li>Consistent use of rules for: - pronoun -verb tenses -subject and predicate agreement - adjective/adverb usage - transitional words</li> </ul>	<ul style="list-style-type: none"> <li>No grammatical errors</li> </ul>
8	<b>Handwriting</b>	<ul style="list-style-type: none"> <li>Unreadable</li> </ul>	<ul style="list-style-type: none"> <li>Difficult to read</li> <li>Improper spacing</li> </ul>	<ul style="list-style-type: none"> <li>Legible</li> <li>Proper spacing</li> <li>Some improperly formed letters</li> </ul>	<ul style="list-style-type: none"> <li>→</li> <li>→</li> <li>All letters formed correctly</li> </ul>	<ul style="list-style-type: none"> <li>→</li> <li>Neat</li> <li>Uniform spacing</li> <li>→</li> </ul>
8	<b>Sentencing and Paragraphing</b>	<ul style="list-style-type: none"> <li>Rambles</li> <li>No evidence of paragraphing</li> <li>Run-on or fragmented sentences</li> <li>No topic sentences</li> <li>No introduction and/or conclusion</li> <li>No margins and indentations</li> <li>No title</li> </ul>	<ul style="list-style-type: none"> <li>One or more paragraphs – not logically developed</li> <li>Simple sentences</li> <li>Weak topic sentences and unrelated supporting sentences</li> <li>Weak introduction and/or conclusion</li> <li>Irregular margins and indentation</li> <li>Title not related</li> </ul>	<ul style="list-style-type: none"> <li>At least three logically developed paragraphs</li> <li>Some variety in sentence patterns</li> <li>Topic sentences with at least 3-4 supporting sentences</li> <li>Some attempt to introduce and conclude</li> <li>Proper margins and indentation</li> <li>Title exists</li> </ul>	<ul style="list-style-type: none"> <li>Four or more logically developed paragraphs</li> <li>Variety of sentence patterns or structure</li> <li>Strong topic sentences with at least 4 supporting sentences that explain or give examples</li> <li>Developed introduction and conclusion</li> <li>Appropriate title</li> </ul>	<ul style="list-style-type: none"> <li>Five or more logically developed paragraphs</li> <li>Uses transitional words and phrases to link paragraphs</li> <li>Effective topic sentences with 4-5 supporting sentences that explain, give examples or show experiences</li> <li>Effective introduction and conclusion</li> <li>Intriguing title</li> </ul>
8	<b>Punctuation</b>	<ul style="list-style-type: none"> <li>No evidence of punctuation</li> <li>No evidence of punctuation</li> </ul>	<ul style="list-style-type: none"> <li>Little evidence: -ending punctuation -dialogue -appositives</li> <li>Little evidence in use of: -underlining -quotation marks for titles and names -commas in addresses, dates, conjunctions, series</li> </ul>	<ul style="list-style-type: none"> <li>No errors: -ending punctuation -dialogue -appositives</li> <li>Inconsistent use of: -underlining -quotation marks for titles and names -commas in addresses, dates, conjunctions, series</li> <li>Inconsistent use of: -commas with appositives -colons and semicolons</li> </ul>	<ul style="list-style-type: none"> <li>→</li> <li>Consistent use of: -underlining -quotation marks for titles and names -commas in addresses, dates, conjunctions, series</li> <li>Consistent use of commas with appositives, colons and semicolons</li> </ul>	<ul style="list-style-type: none"> <li>No punctuation errors</li> </ul>
8	<b>Spelling</b>	<ul style="list-style-type: none"> <li>Errors in every sentence</li> </ul>	<ul style="list-style-type: none"> <li>Numerous errors</li> </ul>	<ul style="list-style-type: none"> <li>Basic vocabulary spelled correctly</li> <li>Errors do not interfere with flow or meaning</li> </ul>	<ul style="list-style-type: none"> <li>Occasional errors on more difficult words</li> </ul>	<ul style="list-style-type: none"> <li>All words spelled correctly</li> </ul>

I=Introduce D=Develop M=Master R=Reinforce

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# Santa Rita Union School District WRITING RUBRIC

Aligned & Articulate to State Standards

Revised #9: 4/2004

GR.	CONTENT	Score 1 Not Passing	Score 2 Minimum Pass	Score 3 Standard	Score 4 Proficient	Score 5 Exceptional
<b>8</b> <i>Applicable for all genres: 500 – 700 words</i>						
<b>8</b> <b>R</b>	<b>Narrative</b>  <b>Story &amp; Autobiographical Incident</b>	<ul style="list-style-type: none"> <li>• No setting</li> <li>• No details</li> <li>• May include more than one incident. Disjointed sequence of events rambling to the point it interferes with meaning. No evidence of conflict or resolution. No ending/ closure.</li> <li>• No evidence of character description</li> <li>• No dialogue in story</li> <li>• No significance inferred or presented</li> </ul>	<ul style="list-style-type: none"> <li>• Setting is vague</li> <li>• Relevant but infrequent details</li> <li>• One main incident is presented. Flow of events is unclear or rambles. Conflict and resolution are unclear. Ending is vague.</li> <li>• Limited character development</li> <li>• Very little use of dialogue in story</li> <li>• Significance is tacked on to the end of the story</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of setting</li> <li>• Descriptive words “tell” the events</li> <li>• Well told incident or unified plot. Events attempt to move story along. Conflict and resolution are stated. Ending is stated.</li> <li>• Characters shown in one of the following ways: actions, behavior, feelings, appearance</li> <li>• Dialogue used but does not move the story</li> <li>• Significance is somewhat implied and/or stated</li> </ul>	<ul style="list-style-type: none"> <li>• Tells the setting</li> <li>• Descriptive words and phrases “show” the events</li> <li>• Well communicated incident/plot. Story progresses through a series of events. Conflict, resolution, and conclusion are clearly shown. Ending is appropriate but predictable.</li> <li>• Characters shown through a combination of actions, behavior, feelings, or appearance</li> <li>• Dialogue moves story along but is ineffective for characters and plot development</li> <li>• Significance of incident may be implied and/or stated</li> </ul>	<ul style="list-style-type: none"> <li>• Shows the setting</li> <li>• Well chosen and relevant language describes objects, people and actions</li> <li>• Engaging and coherent. incident/plot flows effectively through a series of events. Conflict, resolution, and conclusion revealed through character and plot development. Ending is integral to story.</li> <li>• Characters revealed through actions, behavior, feelings, and appearance</li> <li>• Dialogue used effectively throughout the story and assists in character development</li> <li>• States or implies significance in an integrated way</li> </ul>
<b>8</b> <b>R</b>	<b>Report of Information</b>	<ul style="list-style-type: none"> <li>• No question</li> <li>• No stand</li> <li>• Confusing, or missing information</li> <li>• No organization</li> </ul>	<ul style="list-style-type: none"> <li>• Attempts to establish a question for investigation</li> <li>• Stand taken, may waver; attempts to inform</li> <li>• Very little information, nearly all general</li> <li>• Shaky organization; unfocused; may rely on prompt; brief</li> </ul>	<ul style="list-style-type: none"> <li>• Poses the questions simply</li> <li>• Stand taken, but lacks authority and interest</li> <li>• Reasons not as thoughtful or extensive. General statements or lists</li> <li>• Usually stays on topic, but may lack the focus established by a controlling idea. May be confined to suggestions in prompt</li> </ul>	<ul style="list-style-type: none"> <li>• Scope of question is narrow enough to provide focus</li> <li>• Clear stand and interest</li> <li>• Some sections contain specific concrete detailed, and relevant information</li> <li>• Well organized and focused. Begins and ends effectively. Shows control.</li> </ul>	<ul style="list-style-type: none"> <li>• Question unifies and focuses the essay</li> <li>• Authoritative stand; interesting and lively</li> <li>• Specific information that is concrete details, and relevant with solid evidence, and sound reasoning</li> <li>• Entire essay is coherent and focused. Orients readers and concludes in an effective way</li> </ul>
<b>8</b> <b>M</b>	<b>Summary of Reading</b>	<ul style="list-style-type: none"> <li>• Demonstrates no understanding of the main idea of the text</li> <li>• Unable to retell the significant details of the text.</li> <li>• Unable to retell the text in own words</li> <li>• Unable to retell the text</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates little grasp of the main idea of the text</li> <li>• Lacks textual examples and details that support the main idea</li> <li>• Lacks use of own words to explain main idea</li> <li>• Lacks an interpretation or may be a simple retelling of the text</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates a limited grasp of the main idea of the text</li> <li>• Provides few, textual examples and details that support the main idea</li> <li>• Uses own words to explain the main idea</li> <li>• Includes reflections that lack accuracy or coherence as related to main idea</li> </ul>	<ul style="list-style-type: none"> <li>• Develops a comprehensive grasp of the main idea of the text</li> <li>• Provides textual examples and details to explain the main idea</li> <li>• Develops and organizes own words, with supporting ideas and quotes, to explain the main idea</li> <li>• Organizes accurate and reasonably coherent reflections around meaning of the main idea of the text</li> </ul>	<ul style="list-style-type: none"> <li>• Develops a thoughtful, and comprehensive grasp of the main idea of the text.</li> <li>• Provides specific textual examples and details to explain the main idea</li> <li>• Develops and organizes a coherent explanation of main idea, in own words using textual quotes</li> <li>• Organizes accurate and coherent reflections around underlying meaning of the main idea of the text</li> </ul>

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# Santa Rita Union School District WRITING RUBRIC

Aligned & Articulate to State Standards

Revised #9: 4/2004

CONTENT		Score 1 Not Passing	Score 2 Minimum Pass	Score 3 Standard	Score 4 Proficient	Score 5 Exceptional
7 <i>Applicable for all genres:</i> <b>500 – 700 words except Research Report</b>						
8 M	<b>Response to Literature</b>	<ul style="list-style-type: none"> <li>• Demonstrates no understanding of the text</li> <li>• Unable to retell the passage</li> <li>• Demonstrates no understanding of purpose and audience</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates little grasp of the text</li> <li>• Lacks an interpretation or may be a simple retelling of passage</li> <li>• Lacks textual examples and details</li> <li>• Demonstrates little understanding or purpose and audience</li> <li>• Lacks a point of view, focus, organizational structure, and transitions that unify important ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Develops interpretations that demonstrate a limited grasp of the text</li> <li>• Includes interpretations that lack accuracy or coherence as related to ideas, premises, or images from the literary work</li> <li>• Provides few if any textual examples and details to support the interpretations</li> <li>• Demonstrates a general understanding of purpose and audience</li> <li>• Maintains an inconsistent point of view and organizational structure, including effective use of transitions</li> </ul>	<ul style="list-style-type: none"> <li>• Develops interpretations that demonstrate a comprehensive grasp of the text</li> <li>• Organizes accurate and reasonably coherent interpretations around clear ideas, premises, or images from the literary work.</li> <li>• Provides textual examples and details to support the interpretations</li> <li>→</li> <li>• Maintains a mostly consistent point of view and organizational structure, including effective use of transitions</li> </ul>	<ul style="list-style-type: none"> <li>• Develops interpretations that demonstrate a thoughtful, comprehensive grasp of the text</li> <li>• Organizes accurate and coherent interpretations around clear ideas, premises, or images from literary work</li> <li>• Provides specific examples and details to support the interpretations</li> <li>• Demonstrates a clear understanding of the purpose and audience</li> <li>• Maintains a consistent point of view and organizational structure, including effective use of transitions</li> </ul>
8 M	<b>Persuasive Essay (including Cause and Effect)</b>	<ul style="list-style-type: none"> <li>• No evidence of point of view</li> <li>• Very little information</li> <li>• Situation not stated</li> <li>• No persuasive evidence</li> </ul>	<ul style="list-style-type: none"> <li>• Clear point of view</li> <li>• Little if any specific details</li> <li>• Describe situation and a premise for a desired course of action</li> <li>• Give simple persuasive evidence to support the argument</li> </ul>	<ul style="list-style-type: none"> <li>• Point of view is engaging</li> <li>• Some details are specific and relevant</li> <li>• Established connection between the situation and the implied causes or effects</li> <li>• Give simple persuasive evidence for validity of the argument</li> </ul>	<ul style="list-style-type: none"> <li>• Logical progression of argument defending point of view</li> <li>• Most details are specific, relevant and concrete</li> <li>• Logical connection of argument to the cause and effect</li> <li>• More sophisticated reasoning and compelling evidence for the argument</li> </ul>	<ul style="list-style-type: none"> <li>• Convincing case defends point of view and defeats opposition</li> <li>• Details throughout are specific, relevant and concrete</li> <li>• Both sides of argument is present with evidence, examples and experiences</li> <li>• Shows depth of understanding through reasoning, evidence, examples and experiences for the argument</li> </ul>
8 R	<b>Letter (Business &amp; Personal)</b>	<ul style="list-style-type: none"> <li>• One+ of the following are missing: -heading -inside address -greeting -body -closing -signature</li> <li>• No margins or indentations</li> <li>• Body not organized</li> </ul>	<ul style="list-style-type: none"> <li>• Most of the following are placed correctly: -heading -inside address -greeting -body -closing -signature</li> <li>• Irregular margins or indentations</li> <li>• Organization of body is unclear</li> </ul>	<ul style="list-style-type: none"> <li>• All of the following is placed correctly: -heading -inside address -greeting -body -closing -signature</li> <li>• Improper margins or indentations</li> <li>• Body's content is clearly organized</li> </ul>	<ul style="list-style-type: none"> <li>→</li> <li>• All margins and indentations are correct</li> <li>• The body conveys appropriate tone</li> </ul>	<ul style="list-style-type: none"> <li>→</li> <li>• The body shows depth of purpose</li> </ul>
8 M	<b>Research Report</b>	<ul style="list-style-type: none"> <li>• Establishes key question about issue; presents literal understanding of topic; cites facts related to topic; uses more than one type of source</li> <li>• Quotes information with citations</li> <li>• Uses resources such as preface, afterword, and appendix</li> <li>• Uses at least 5 references of at least 3 varieties: primary source, encyclopedia, books, magazines, newspapers, internet</li> <li>• Prepares note cards keyed to tentative bibliography, tentative &amp; final outline, bibliography</li> </ul>				<ul style="list-style-type: none"> <li>• Paraphrases information from a source with citation</li> </ul>

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