

WRITING RUBRIC ASSESSMENT SCALE

6 EXCEPTIONAL WRITER

Enthusiastic and reflective writer who enjoys pursuing writing independently; uses a wide range of techniques to engage the reader, writing is fully-developed, appears effortless, shows originality, liveliness, excitement, humor or suspense; consistently high level of production is evident; writing is thoughtful, reflective and logically developed, provokes a response from reader

Collection of work demonstrates:

- Purposeful organizational plan
- Clear sentence sense and variety
- Control over vocabulary choice and arrangement is superior
- Few errors in conventions and spelling
- Sustained quality throughout each piece and entire collection

5 STRONG WRITER

Competent and confident writer who uses a wide range of techniques to engage the reader; high level of production is evident; writer attempts to grapple with important ideas, is thoughtful and sometimes insightful

Collection of work demonstrates:

- Strong organizational plan
- Clear sentence sense and variety
- Selection of vocabulary appropriate for the writing
- Few errors in conventions and spelling
- Some pieces are excellent but quality is not consistent in entire collection

4 CAPABLE WRITER

Comfortable with writing; developing skill and confidence; begins to use techniques to engage reader; quality of ideas less distinctive, more grade-level; writing rarely elicits strong reader response

Collection of work demonstrates:

- Organizational plan
- Varied sentence structure, but may include fragments and/or run-ons
- Beginning use of precise vocabulary (more telling than showing writing)
- Occasional errors in conventions and spelling

3 DEVELOPING WRITER

Developing fluency and writes with some degree of confidence; lacks techniques to engage reader; lacks logical development and/or arrangement of ideas (may lack ability to make distinctions of importance between ideas); writer does not yet have sufficiently proficient skills to engage reader or handle sophisticated ideas

Collection of work demonstrates:

- Evidence of organizational plan but may lose focus
- Simple or repetitive sentences, may include fragments and/or run-ons
- Few descriptive words
- Listing is common
- Errors in convention and spelling, but is readable

2 LIMITED WRITER

May be a reluctant writer; has limited experience in writing

Collection of work demonstrates:

- Inconsistent organizational plan
- Vague or confusing statements
- Simple sentence structure, many fragments and/or run-ons
- Limited vocabulary
- Frequent errors in conventions and spelling interfere with readability

1 EMERGENT WRITER

(Teacher supplies appropriate descriptors)