

SITKA SCHOOL DISTRICT

WRITING

RUBRICS & CHECKLISTS

Teacher Master Copies

December, 1996

SITKA SCHOOL DISTRICT
GRADES 1 2 3

WRITING RUBRIC

Student Name _____ Date _____

TOPIC: _____

DIMENSIONS	1	3	5
IDEAS & CONTENT	<ul style="list-style-type: none"> • Random thoughts Needs central theme • Lacks development 	<ul style="list-style-type: none"> • Reasonably clear Some detail • Limited knowledge of topic 	<ul style="list-style-type: none"> • Clear and original Interesting • Uses detail
ORGANIZATION	<ul style="list-style-type: none"> • Needs sequence or detail • Noticeable gaps 	<ul style="list-style-type: none"> • Attempts beginning or ending • Somewhat unclear • Awkward organization 	<ul style="list-style-type: none"> • Thoughts in sequence • Clear sense of beginning and end
VOICE/SELF-EXPRESSION and WORD CHOICE	<ul style="list-style-type: none"> • Writing lacks self-expression • Limited or inappropriate vocabulary • Lacks imagery 	<ul style="list-style-type: none"> • Is routine and predictable • Lacks personal involvement • Adequate but ordinary word choice 	<ul style="list-style-type: none"> • Gives a sense of what the writer is like • Enthusiasm, interest and personality show • Accurate • Interesting and lively word choice • Rich vocabulary
SENTENCE STRUCTURE and CONVENTIONS OF PRINT	<ul style="list-style-type: none"> • Choppy • Incomplete sentence structure • Difficult to read • Numerous errors impair readability 	<ul style="list-style-type: none"> • Sentence variety is minimal • Sentence structure usually correct but awkward in places • Errors in writing are noticeable and may require reader to pause or re-read on occasion 	<ul style="list-style-type: none"> • Flows smoothly Sounds natural Varied sentence structure • Very few errors in spelling, punctuation, capitalization, usage and grammar

Name _____

Topic of Paper _____

Date _____

SITKA SCHOOL DISTRICT
WRITING STANDARD RUBRIC
Grades 3-12

DIMENSIONS	1	2	3	4
IDEAS AND CONTENT	Needs a fully developed purpose or no central idea; list of random thoughts from which no central theme emerges		Writer's purpose is reasonably clear, but the overall result could be more appealing; supporting details skimpy, general, predictable, or repetitive; knowledge of topic seems limited	Writing insight reader import; effectiv
ORGANIZATION	Shows little sense of direction/sequence, ex: details or events seem unrelated to central idea; no clear beginning or ending; noticeable information gaps		Writer organizes ideas and details in effective sequence, but the resulting patterns unclear, ineffective or awkward; missing transitions; misplaced details; weak start or finish	Writer enhanc effectiv details end
VOICE/ SELF-EXPRESSION	Writing is flat, lifeless shows no individual personality or character		Writing lacks a strong sense of personal commitment or involvement; communicates but in a routine, predictable fashion	Writing sense interes honest
WORD CHOICE	Writer uses a limited vocabulary; meaning may be difficult to determine; imagery is weak or absent		Word choice is adequate but ordinary; some words lack precision; language may seem overdone; clichés redundancies, hackneyed phrases appear frequently; general language weakens imagery.	Writer words fresh a result i every s
SENTENCE STRUCTURE	Sentences are choppy, incomplete, rambling, awkward; structure makes paper difficult to read		Structure is usually correct; may not flow smoothly; writing sounds awkward in places; minimal sentence variety	Writing smoothf aloud, work e how id structu
CONVENTIONS OF PRINT	Numerous errors in writing conventions (spelling, punctuation, capitalization, usage, paragraphing, grammar) impair readability		Errors in writing conventions (spelling, punctuation, capitalization, usage, paragraphing, grammar) may require reader to pause or reread on occasion	Errors (spellir usage, but are

Scoring: Writers may receive a score of either 2 or 4 in any of the six dimensions when the writing shows characteristics from example: a writer's ideas may "hold the reader's attention throughout" (5), but "details tend to be skimpy" (3); thus the rating

Name _____

Paper Topic _____

Date _____

SITKA SCHOOL DISTRICT WRITING CHECKLIST Grades 3-12

1	2	3	4	5	SCORE
IDEAS & CONTENT ----Needs fully developed purpose ----No central idea ----Little knowledge of topic ----Details missing		----Purpose reasonably clear ----Ideas could be more appealing ----Knowledge of topic limited ----Skimpy supporting details		----Clear purpose ----Ideas conveyed in insightful, original manner ----Knows topic well ----Effective amount of detail ----Important ideas stand out	
ORGANIZATION ----Little sense of direction or sequence ----No transitions ----Details do not relate to topic ----No clear beginning or ending ----Noticeable information gaps		----Sequence somewhat unclear, ineffective ----May be missing transitions ----Misplaced details ----Weak start or finish ----Information patterns awkward		----Effective sequence ----Transitions work well ----Details fit ----Clear sense of beginning/end ----Organization enhances understanding of information	
VOICE/SELF-EXPRESSION ----Flat, lifeless writing ----No personality, character		----Lacks a strong sense of personal commitment, involvement ----Communicates in routine, predictable fashion		----Enthusiasm, interest are apparent ----Individualistic, engaging, honest ----Provides sense of what writer is like	
WORD CHOICE ----Limited vocabulary ----Imagery is weak or absent ----Meaning difficult to determine		----Vocabulary is adequate, ordinary ----General language weakens imagery ----Words lack precision, meaning is lost occasionally ----Cliches, redundancies appear frequently		----Accurate, interesting, lively vocabulary, appropriate to topic ----Strong, full, rich imagery ----Fresh, fun to read ----Words concise, eloquent, carry their own weight	
SENTENCE STRUCTURE ----Sentence structure rambling, awkward ----Choppy, incomplete sentences ----No sentence variety		----Structure is usually correct ----Sentences sometimes awkward, doesn't flow smoothly ----Minimal sentence variety		----Structure and punctuation effective ----Eloquent, easy to read, flows, sounds natural when read aloud ----Varied sentence structure enhances paper, adds interest	
CONVENTIONS OF PRINT ----Numerous errors impair readability (spelling, punctuation, capitalization, usage, paragraphing, grammar)		----Errors may require pauses or re-reading (spelling, punctuation, capitalization, usage, paragraphing, grammar)		----Errors may exist, but are not obvious (spelling, punctuation, capitalization, usage, paragraphing, grammar)	

Scoring: Writers may receive a score of either 2 or 4 in any of the six dimensions when the writing shows characteristics from more than one column. For example: A writer's ideas may "hold the reader's attention throughout" (5), but "details tend to be skimpy" (3); thus the rating would be a 4 for ideas.

writing checklist.r

11/13/96

Specific Content
(individual
instruction,
objectives,
curriculum, time
limits, etc.)

1	3	5

Comments:

Check as applicable

<input type="checkbox"/>	Writing Process used
<input type="checkbox"/>	Timed
<input type="checkbox"/>	Fast Write
<input type="checkbox"/>	Direct Writing Assessment
<input type="checkbox"/>	Other _____