WriteToLearn® Rubric

	1	2	3	4	5	6
Ideas	• The main idea is unclear. • Supporting ideas are vague and not clearly connected to the main idea. • Too short to demonstrate control of ideas.	• Main idea is too broad. • Supporting ideas are listed as specific topics, but not further developed. • Supporting ideas are not purposefully connected to the topic categories above.	• Some supporting ideas are specific. • Main idea is too broad. No clear thesis statement. Writer has not narrowed the topic down to a manageable size or approach. • Supporting ideas are too general. • Supporting ideas are underdeveloped or vague.	• Includes a clear main idea. • Specific supporting idea. • Includes well developed idea. • Insightful supporting explanation. • Supporting idea is too general. • Supporting ideas need further development.	• Includes a clear main idea. • Each supporting idea is introduced. • Each supporting idea is developed. • Some insightful and descriptive details provided. • The supporting idea would benefit from further description and development.	• Includes a clear main idea. • Contains several developed supporting ideas. • Details are specific and appropriate for topic. • Gives an interesting insight into the writer.
Organization	• No clear introduction. • No clear conclusion. • No organizational plan. • Attempts to connect ideas with a few basic transitions. • Too short to demonstrate control of organization.	• Includes minimal introduction. • Includes minimal conclusion. • Attempts to describe an organizational plan. • Few transitions used. Most ideas do not logically connect to each other.	• Conclusion offers a brief summary. • Although few transitions are used, most sentences connect logically to each other. • Introduction is vague and ineffective. • It is unclear if there is an overall organizational plan. • Each paragraph seems to develop a different aspect of the broad topic, although the approach is not clearly purposeful.	• Narrative introduction leads to topic statement. • Brief summary conclusion. • Chronological strategy used for organization of ideas. • Simple transitions keep the narrative moving in time.	• Introduction is brief but appropriate. • Conclusion wraps up story and provides writer's next goal. • Supporting sentences in the introduction are the topics of the paragraphs that follow. • Some transitions are used to connect ideas. Most sentences and ideas logically build on each other.	• Effective, concise introduction. • Skillful conclusion wraps up the essay and provides a look into the future. • Clear chronological organization: Story gains momentum and builds to a high point. • Effective transitions connect ideas in time. Ideas within paragraphs connect logically to each other.

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Conventions	• Words are correctly capitalized. • Incorrect spelling of many basic words. • Missing punctuation creates run-on sentences. • Numerous grammar and usage errors. • Convention errors make understanding difficult.	• Sentences end in periods. • Many misspelled words. • One capitalization error. • Missing internal punctuation creates run-on sentence. • Misused and missing apostrophes. • Verbs are not parallel.	• Capitalization is mostly correct. • Sentences end in periods. • Some words misspelled. • Inconsistent internal punctuation. • Inconsistent apostrophe usage. Missing hyphens. • Verb errors. • Pronoun confusion.	• Beginning capitalization is correct. • Demonstrates control over basic but not complex conventions. • Minor spelling errors of more advanced words. • Unnecessary internal punctuation. • Missing hyphens. • Minor pronoun errors caused by approach to subject. • Incorrect verb usage.	• Internal punctuation: commas after introductory words and phrases. • Grammar and usage mostly correct. • Demonstrates control over simple and complex conventions. • One repeated spelling error. • A few minor grammar errors: pronoun agreement, transitions.	• Even advanced words spelled correctly. • No errors in capitalization. • Most punctuation is correct, even in complex constructions. • Complex grammatical constructions are handled well. • The verb tense switch at the end is skillfully controlled. • Demonstrates sophistication and skill using a wide range of conventions in a long and complex piece.

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Sentence Fluency	• Only simple sentence transitions. • Sentences do not logically follow each other. • Too few sentences to demonstrate sentence variety. • Sentence is long and incorrectly constructed. • Sentence is confusing through incorrect and irregular word order.	• Simple sentences correctly constructed. • Sentence flow and logic is limited to listing and connecting ides using "another". • Repetition in sentence beginnings. • Longer sentences poorly constructed. • Non-parallel sentence constructions.	• Simple transitions but many sentences connect logically to each other. • Sentence beginnings are somewhat varied. • Simple sentences are correctly constructed. • Sentence flow is choppy due to repetitive sentence structure. • Sentence flow is choppy due to repetitive sentence length. • Includes a few awkward constructions. • Includes a run-on sentence.	• Good use of transitions. Sentences build logically onto each other. • Varied sentence beginnings, structures, and lengths. • Simple sentences are correctly constructed. • An occasional awkward construction due to impersonal approach to sentence subject. • Longer sentences correctly constructed but not sophisticated.	• Some purposeful connections between sentences. • Transitions keep the narrative moving ahead in time. Sentences build logically. • Good sentence variety: beginnings, structures, and lengths are varied throughout. • Sentence construction demonstrates control over both simple and longer, more sophisticated sentence constructions. • Minor awkward constructions.	• Skillful transitions support the narrative flow. • Varied beginnings, structures and lengths. Natural flow. • Purposeful use of repetitive structure to emphasize ideas and enhance meaning. • Sentence construction skillful and effective. • General: Demonstrates strong control over simple and longer, more sophisticated constructions.

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Word Choice	• Vague and imprecise word choices. • Words are not appropriate to topic. They are simple and uninteresting, and use is repetitious. • General: Uses too few words to demonstrate skill.	• Vague words leave reader wondering: Good, how? Interesting, how? • Inappropriate, simple, and uninteresting word choices. • Correctness: Mistakes show that writer struggles with building a wider vocabulary.	• Some attempts at using precise word choices. • Some subject-appropriate vocabulary. • Mostly vague and general word choices. • Some inappropriate uninteresting word choices. Some repetitiveness. • General: Shows inconsistent ability to choose appropriate and wide vocabulary.	• Some precise choices to describe ideas and emotions. • Use of synonym enhances meaning of more general word. • Words are appropriate for approach to the topic. • Includes some vague word choices. • Includes much repetition. • Language seems a little overdone or forced.	• Uses many precise word choices effective emotional vocabulary, and vivid and interesting word choices. • Uses a simile effectively. • Word choices are appropriate and functional.	• Includes vivid, mature, precise word choices. • Contains vivid descriptions. • Words are appropriate to topic and interesting. • Repetition is used purposefully and effectively to stress focus on practice. • General: Writer demonstrates control over topic-appropriate, engaging vocabulary.

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Voice	• Tone is flat. Words and ideas are general. • No commitment to topic: ideas are not explained. • No audience awareness: writing is confusing for reader. • No sense of the writer: writer does not explain why his/her topic is important to him/her. • General: Too short to establish the writer's voice.	• Gives some sense of writer; shares some emotions; tries to explain why the topic is important. • Tone is flat and uninteresting. Words are general. • Shows limited commitment to topic: idea is only briefly explained. Example is not elaborated on. • Shows limited audience awareness: does not explain the reasons for these statements.	• Some audience awareness: explains why setting topic is important and supports that explanation. • Gives some sense of the writer in humorous beginning and vivid images. • Inconsistent tone: humorous tone in introduction turns flat in remainder of essay. • Shows some commitment to topics by providing some explanation and specifics.	• Shows commitment to topic. Writer has thought about topic, explaining both the importance of goals and a roadmap to success. • Displays audience awareness by examining both sides of the issue. • Uneven tone: lofty academic tone does not sound authentic contrasted with enthusiastic conclusion. • Unclear sense of writer: use of pronoun "one" distances writer, but enthusiastic conclusion lets writer shine through.	• Narrative tone is natural and appropriate. • Displays commitment to topics by explaining most events in detail. • Shows audience awareness by explaining unusual events to reader. • Conveys writer's personality by sharing feelings and using interesting descriptions and figurative language.	• Tone is appropriately sincere and engaging. • Shows strong commitment to topic by thorough discussion of events that lead up to achieving the goal. Special commitment is demonstrated by hinting at next steps. • Displays audience awareness by explaining events in detail. • Strong sense of writer through his/her descriptive and figurative language, and by sharing feeling and personal insight.