Junior High Writing Rubric Total = 35 marks

|  |  |
| --- | --- |
| CONTENT **X 2****(10 marks)** | 5 **Excellent** – Topic exploration is insightful/imaginative. Writer’s purpose is deliberate. Ideas are perceptive/carefully chosen. Supporting details are precise/original. Writing is confident/creative & holds the reader’s interest.4 **Proficient** - Topic exploration is adept/plausible. Writer’s purpose is intentional. Ideas are thoughtful/sound. Supporting details are specific/apt. Writing is considered/elaborated & draws the reader’s interest.3 **Satisfactory** - Topic exploration is clear/logical. Writer’s purpose is evident. Ideas are appropriate/predictable. Supporting details are relevant/generic. Writing is straightforward/generalized & occasionally appeals to the reader’s interest.2 **Limited** - Topic exploration is tenuous/simplistic. Writer’s purpose is vague. Ideas are superficial/ambiguous. Supporting details are imprecise/abbreviated. Writing is uncertain/incomplete & doesn’t appeal to the reader’s interest.1 **Poor** - Topic exploration is minimal/tangential. Writer’s purpose is insubstantial. Ideas are overgeneralized/underdeveloped. Supporting details are irrelevant. Writing is confusing/lacks validity & doesn’t interest the reader. |
| ORGANIZATION  **X 2****(10 marks)** | 5 **Excellent** – The introduction is purposeful and clearly establishes a focus in the writing. Events and/or details are arranged in paragraphs, which allow the reader to gain a sense of flow and structure. Transitions fluently connect events/ideas. Closure is established and purposeful.4 **Proficient** – The introduction is purposeful and establishes a focus that is generally maintained. Events and details are coherent. Transitions clearly connect events/ideas. Closure is related to the focus.3 **Satisfactory** – The introduction is functional in establishing a focus, however that focus is not always maintained. Events and details are arranged in an order that lacks structure and flow, but not meaning. Transitions are mechanically used. Closure is mechanical.2 **Limited** – Introduction and focus are vague. Ideas are not clearly developed and conclusion is not functional and somewhat unrelated to focus. Transitions are lacking/used without meaning. Closure is abrupt/contrived/unrelated to focus.1 **Poor** – Introduction lacks a focus. Events and details are incoherent. Transitions are absent. Closure is missing. |
| SENTENCESTRUCTURE**(5 marks)** | 5 **Excellent** – Sentence structure is effectively & consistently controlled. Sentence type and length are consistently effective and varied. Sentence beginnings are consistently varied.4 **Proficient** – Sentence structure is consistently controlled. Sentence types and lengths are usually effective and varied. Sentence beginnings are often varied.3 **Satisfactory** – Sentence structure is generally controlled, but may occasionally impede meaning. Some sentence variety and beginnings are evident.2 **Limited** – Sentence structure often lacks control. Sentence type/length are seldom effective/varied & syntax is awkward.1 **Poor** – Sentence structure lacks control and impedes meaning. No variety of type/length/beginnings. |
| VOCABULARYWORD CHOICE**(5 marks)** | 5 **Excellent** – Words and expressions are used accurately & deliberately. Precise words/expressions are used to create vivid images & enrich details. Voice/tone is convincing.4 **Proficient** – Words and expressions are often used accurately. Specific words/expressions show some evidence of careful selection/awareness of connotative effect. Voice/tone is distinct.3 **Satisfactory** – Words and expressions are generally used appropriately. General words/expressions used adequately to clarify meaning. Voice/tone is present but inconsistent/uneven.2 **Limited** – Words and expressions are often used inexactly. Imprecise words/expressions are used. Voice/tone is not clearly established.**1 Poor** – Words and expressions are generally used inaccurately. Ineffective words/expressions are used & specific words used inaccurately. Voice/tone is not evident. |
| CONVENTIONS**(5 marks)** | 5 **Excellent** – Writing is essentially error-free. The absence of error is impressive, considering the complexity of the assignment.4 **Proficient** – The writing contains only minor conventional errors that do not impede meaning or flow of communication.3 **Satisfactory** – The writing demonstrates generally correct usage of conventions. Errors that are present sometimes reduce the clarity and flow of the communication.2 **Limited** – The writing is weakened due to the frequent incorrect usage of conventions. Many of the errors present interrupt the flow of communication.1 **Poor** – The writing is limited due to the constant incorrect use of conventions. These errors severely reduce the clarity and flow of communication. |