

Writing Rubric Lake Region Union High School

| | Fails to meet standard | Nearly meets the standard | Meets the standard | Exceeds the standard | Pts. |
|-----------------------------------|---------------------------------------|---|--|---|-------------|
| Point Values | | | | | |
| Purpose | Purpose cannot be determined | Purpose attempted, not maintained consistently | Purpose stated and maintained | Purpose clearly articulated, consistently maintained throughout | |
| Organization | Lacks structure | Attempts structure, lacks transitions | Logical structure, some transitions | Sophisticated structure Excellent transitions | |
| Details | Lacks detail | Limited detail | Sufficient detail | Excellent detail | |
| Voice/Tone Word Choice | Flat Tone, Poor Word Choice | Attempt at expression, Some variety of word choice | Appropriate voice and tone, Appropriate word choice | Effective voice and tone, Interesting word choices | |
| Conventions | Minimal control of GUM Many errors | Limited control of GUM Some errors | Sufficient control of GUM Few errors | Excellent control of GUM | |
| Other | | | | | |
| | | | | | |
| | | | | | |
| | | | | Total | _____ |

Revised June 21,2007

Writing Rubric
Lake Region Union High School

(Response to Literary Text)

| | Fails to meet standard | Nearly meets the standard | Meets the standard | Exceeds the standard | Pts. |
|---|---|--|---|---|--|
| Point Values | | | | | |
| Purpose | Purpose cannot be determined | Purpose attempted, not maintained consistently | Purpose stated and maintained | Purpose clearly articulated, consistently maintained throughout | |
| Organization | Lacks structure | Attempts structure, lacks transitions | Logical structure, some transitions | Sophisticated structure Excellent transitions | |
| Details | Lacks detail | Limited detail | Sufficient detail | Excellent detail | |
| Voice/Tone Word Choice | Flat Tone, Poor Word Choice | Attempt at expression, Some variety of word choice | Appropriate voice and tone, Appropriate word choice | Effective voice and tone, Interesting word choices | |
| Conventions | Minimal control of GUM Many errors | Limited control of GUM Some errors | Sufficient control of GUM Few errors | Excellent control of GUM | |
| Genre: Response to Literary Text | Refers to the text, no specific citations of the text | Specific citations from the text support interpretive claims | Writer makes connections between texts, prior knowledge, world of ideas | Writer interprets the author's decisions about elements of the text | |
| Other | | | | | |
| | | | | Total | <hr style="width: 50px; margin: auto;"/> |

Revised June 21,2007

Writing Rubric
Lake Region Union High School
(Report)

| | Fails to meet standard | Nearly meets the standard | Meets the standard | Exceeds the standard | Pts. |
|-----------------------------------|---|---|--|---|-------------|
| Point Values | | | | | |
| Purpose | Purpose cannot be determined | Purpose attempted, not maintained consistently | Purpose stated and maintained | Purpose clearly articulated, consistently maintained throughout | |
| Organization | Lacks structure | Attempts structure, lacks transitions | Logical structure, some transitions | Sophisticated structure Excellent transitions | |
| Details | Lacks detail | Limited detail | Sufficient detail | Excellent detail | |
| Voice/Tone Word Choice | Flat Tone, Poor Word Choice | Attempt at expression, Some variety of word choice | Appropriate voice and tone, Appropriate word choice | Effective voice and tone, Interesting word choices | |
| Conventions | Minimal control of GUM Many errors | Limited control of GUM Some errors | Sufficient control of GUM Few errors | Excellent control of GUM | |
| Genre: Report | No depth of information, no sources (or poor sources) | Some elaboration, some good sources | Sufficient depth of information, adequate elaboration, good use of sources | Excellent variety of sources, information clearly synthesized and related to broader ideas and concepts | |
| Other | | | | | |
| | | | | Total | _____ |

Revised June 21, 2007

Writing Rubric
Lake Region Union High School
(Procedure Essay)

| | Fails to meet standard | Nearly meets the standard | Meets the standard | Exceeds the standard | Pts. |
|-----------------------------------|--|---|--|--|-------------|
| Point Values | | | | | |
| Purpose | Purpose cannot be determined | Purpose attempted, not maintained consistently | Purpose stated and maintained | Purpose clearly articulated, consistently maintained throughout | |
| Organization | Lacks structure | Attempts structure, lacks transitions | Logical structure, some transitions | Sophisticated structure Excellent transitions | |
| Details | Lacks detail | Limited detail | Sufficient detail | Excellent detail | |
| Voice/Tone Word Choice | Flat Tone, Poor Word Choice | Attempt at expression, Some variety of word choice | Appropriate voice and tone, Appropriate word choice | Effective voice and tone, Interesting word choices | |
| Conventions | Minimal control of GUM Many errors | Limited control of GUM Some errors | Sufficient control of GUM Few errors | Excellent control of GUM | |
| Genre: Procedure | Procedure is difficult to follow or incomplete | Procedure is complete but steps are not orderly | Procedure is clear and thoroughly explained | Writer used various strategies and technical vocabulary to guarantee a user-friendly paper | |
| Other | | | | | |
| | | | | Total | _____ |

Revised June 21,2007

Writing Rubric
Lake Region Union High School
(Persuasive Essay)

| | Fails to meet standard | Nearly meets the standard | Meets the standard | Exceeds the standard | Pts. |
|-----------------------------------|---------------------------------------|---|--|---|---------------|
| Point Values | | | | | |
| Purpose | Purpose cannot be determined | Purpose attempted, not maintained consistently | Purpose stated and maintained | Purpose clearly articulated, consistently maintained throughout | |
| Organization | Lacks structure | Attempts structure, lacks transitions | Logical structure, some transitions | Sophisticated structure Excellent transitions | |
| Details | Lacks detail | Limited detail | Sufficient detail | Excellent detail | |
| Voice/Tone Word Choice | Flat Tone, Poor Word Choice | Attempt at expression, Some variety of word choice | Appropriate voice and tone, Appropriate word choice | Effective voice and tone, Interesting word choices | |
| Conventions | Minimal control of GUM Many errors | Limited control of GUM Some errors | Sufficient control of GUM Few errors | Excellent control of GUM | |
| Genre: Persuasion | Unconvincing or irrelevant arguments | Some relevant and convincing arguments | Sufficiently relevant and convincing arguments | Compelling argument | |
| Other | | | | | |
| | | | | Total | <u> </u> |

Writing Rubric
Lake Region Union High School
(Reflective Essay)

| | Fails to meet standard | Nearly meets the standard | Meets the standard | Exceeds the standard | Pts. |
|------------------------------------|--|--|---|---|-------------|
| Point Values | | | | | |
| Purpose | Purpose cannot be determined | Purpose attempted, not maintained consistently | Purpose stated and maintained | Purpose clearly articulated, consistently maintained throughout | |
| Organization | Lacks structure | Attempts structure, lacks transitions | Logical structure, some transitions | Sophisticated structure Excellent transitions | |
| Details | Lacks detail | Limited detail | Sufficient detail | Excellent detail | |
| Voice/Tone Word Choice | Flat Tone, Poor Word Choice | Attempt at expression, Some variety of word choice | Appropriate voice and tone, Appropriate word choice | Effective voice and tone, Interesting word choices | |
| Conventions | Minimal control of GUM Many errors | Limited control of GUM Some errors | Sufficient control of GUM Few errors | Excellent control of GUM | |
| Genre: Reflective Essay | Does not connect experience with ideas | Connects experience with ideas, no variety of techniques | Connects experience with ideas, uses a variety of techniques to relay personal experience | Leaves the reader something to think about | |
| Other | | | | | |
| | | | | Total | <hr/> |

Sophisticated sentence OCSU 9-12 Constructed Response Rubric

Name: _____

Date: _____

Writing Task: _____

| | Below standard | Nearly meets the standard | Meets the standard | Exceeds the standard | Pts. |
|------------------------|--|--|--|--|-------------|
| Point Values | | | | | |
| Purpose (Focus) | No Focus evident. | Focus is implied but not clearly articulated or maintained. | Focus is articulated and maintained throughout writing. | Sophisticated Focus that is clearly articulated and maintained throughout writing. | |
| Details | Little or no supporting evidence or evidence does not adequately defend Focus. | Fewer than ____ details effectively support or defend Focus. | At least ____ pieces of adequate evidence support and defend Focus. | Sufficiently detailed evidence that clearly supports and defends the Focus; effectively elaborated. | |
| Organization | Paragraph structure is lacking. | Attempts paragraph structure with some disorganization/lack of coherence. | Effective sentence and paragraph structure adequately responds to prompt (i.e. Focus, ____ details, conclusion). | Effective sentence and paragraph structure includes transitions and is exceptionally articulated. | |
| Voice and Tone | Student fails to consider audience, writing format, or vocabulary; voice and tone are not appropriate for the assigned task. | Student presents a generic response with some consideration of audience, writing format, and vocabulary. | Student considers writing format, audience, and vocabulary that are appropriate for the assigned writing task and grade level. | Student creatively chooses and effectively presents audience, writing format, and vocabulary for an assigned writing task and grade level. | |
| Conventions | Poor control of conventions. (more than ____ errors) | Limited control of conventions. (____ errors) | Appropriate grade-level control of conventions. (____ errors) | Excellent control of conventions. (____ errors) | |
| | | | | Total | _____ |