**Rubric for Writing On Demand**

Speech or Publications Date: \_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Mastery** | **Proficient** | **Basic Understanding** | **Limited/No Understanding** | **No Evidence** |
| **Introduction**  **Is writing off to a clear start?** | Introduction engages reader with relevant information and has an excellent thesis | Introduction has a hook, background information and has a clear thesis | Introduction states background information and a thesis statement | Goes off topic or does not address the prompt | No introduction is present |
| **Support**  **Is evidence and reasoning here?** | The writing gives sufficient, relevant reasoning and  evidence to support thesis. Evidence is presented in a convincing manner. | The writing gives relevant reasoning and evidence although it may not be stated in a  convincing manner. | The writing gives some relevant reasoning and evidence to support thesis. | The writing gives little or no reasoning, evidence  or examples. The support may be  repetitive, simplistic or confusing | No support is present |
| **Conclusion**  **Are ideas wrapped up?** | The conclusion effectively restates the main ideas and makes a strong closing statement about the topic. | The conclusion effectively restates the main ideas, but perhaps less effectively. It may not include a strong closing statement. | The conclusion simply restates the main ideas. | The conclusion is confusing or missing. | No conclusion is present |
| **Organization**  **& Structure**  **Does the writing make sense?**  **Is it in logical order?** | Clear organization:  - Transitions are  effective  - Paragraphs are well-developed and include fluid transitions  - Sentence structures are clear and varied. | Basic organization:  -Paragraphs are adequately developed with supporting details  - Some transitions are used  - Most sentence structures are clear; some sentences vary in pattern. | Unclear organization:  - Writer uses  weak paragraph form or limited supporting details  - There are few to no  transitions.  - There is little use of varied sentence structures. | No organization:  - Writing is confusing or  incomplete.  - Lacks complete paragraphs  - Sentences are choppy or incomplete. | No organization is present |
| **Language**  **Is word choice strong?** | Use of effective, strong, explicit and descriptive language fitting the purpose | Descriptive and satisfactory language for the purpose. | Simple but appropriate language. | Uses weak or incorrect language | Item is plagiarized, not in his or her own words |
| **Conventions**  **Is the work free of errors?** | The writing has few errors in usage, punctuation, spelling, or grammar. | The writing has minor errors in usage, punctuation, spelling, or grammar; errors do not impede reading. | The writing has some major errors in usage, punctuation, spelling, or grammar; errors slightly impede reading. | The writing has several major errors in usage, punctuation, spelling, or grammar;  errors cause confusion. | Item is plagiarized, no punctuation is present |
| **Purpose**  **Is the writer’s intention clear?** | - The writing shows a clear, focused objective (argumentative, informational, or narrative).  - Author’s intent is apparent. | - The writing shows a general objective (argumentative, informational, or narrative).  - Author’s intent is implied. | The writing fails to show a clear objective or the author’s intent is missing. | The writing fails to show an objective and author’s intent is missing. | Provided prompt is not followed or mentioned |
| **Depth of Thought**  **Does the writer get to the heart of the issue? Does the writer show genuine understanding of the topic?** | The writing demonstrates innovative and original thinking. Work exhibits a synthesis of ideas in unique, creative, and/or focused ways. The work exceeds the expectations and shows exemplary understanding. | The writing demonstrates some original thinking and synthesis of ideas. It meets expectations to show understanding. | The writing demonstrates little evidence of original thinking and synthesis of ideas. It fails to meet expectations to show understanding. | The writing shows no evidence of original thinking, synthesis or understanding. | Item is plagiarized, not his or her thoughts |

**Total Score:**

Innovating Applying Develping Beginning Not Using

**4 3.5 3 2.5 2 1.5 1 .5 0**

100% 98% 93% 85% 83% 75% 70% 60% 0%