**Name:** _____

# Writing Assessment Rubric: <u>Summer Reading</u>

**Final Grade:** _____ **/30** _____

| | Secure | | Developing | | Beginning | |
|---|---|---|---|---|---|---|
| Characteristics | 6 | 5 | 4 | 3 | 2 | 1 |
| **Student included AT LEAST the following:**<br><br>Showed a basic knowledge of the text<br><br>Prepared thoughtful project or paper showing effort and creativity<br><br><br>Assignment was turned in on-time | Application of genre knowledge is highly effective. | Application of genre knowledge is effective. | Application of genre knowledge is generally effective. | Application of genre is developing but inconsistent. | Application of genre knowledge is limited. | Application of genre knowledge is missing or vague. |
| Content and Ideas | The writing is exceptionally clear, and focused. Ideas and content are thoroughly developed with relevant details and examples where appropriate. | The writing is clear, and focused. Ideas and content are well developed with relevant details and examples where appropriate. | The writing is generally clear and focused. Ideas and content are developed with relevant details and examples where appropriate, although vague. | The writing is somewhat clear and focused. Ideas and content are developed with limited or partially successful use of examples. | The writing is only occasionally clear and focused. Ideas and content are underdeveloped. | The writing is generally unclear and unfocused. Ideas and content are not developed or connected. |
| Organization | The writer's control over organization and the connections between ideas move the reader smoothly and naturally through the writing. | The writer's control over organization and the connections between ideas effectively move the reader through the writing. | The response is generally coherent, and its organization is functional. | There may be evidence of an organizational structure, but it may be artificial or ineffective. | There may be little evidence of organizational structure. | There may be no noticeable organizational structure. |
| Voice | The writer shows a mature command if language including precise word choice that results in a compelling piece of writing. | The writer shows a command of language including precise word choice. | The writer's command of language, including word choice, supports meaning. | Vocabulary may be basic. | Vocabulary may be limited. | Vocabulary is ineffective. |
| Conventions | Tight control over language use and mastery of writing conventions contribute to the effect of the writing. | The language is well controlled, and occasional lapses in writing conventions are hardly noticeable. | Lapses in writing conventions are not distracting. | Incomplete mastery of writing conventions and language use may interfere with meaning some of the time. | Limited control over writing conventions may make the writing difficult to understand. | Lack of control over writing conventions may make the writing difficult to understand. |