

### Writing Rubric

<b>Criteria</b>	<b>Exemplary</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
	*student has gone above and beyond requirements	*student has met the requirements	*student has satisfied some of the requirements	*student has yet to satisfy the requirements
<b>Focus/Thesis</b> (claim, purpose, premise or objective of work)	The Focus/Thesis is easily identifiable, original, plausible, sophisticated, and insightful.	Focus/Thesis is present and clearly identifiable.	Focus/Thesis is present but may be unclear or of minor importance.	There is no sign of a Focus/Thesis
<b>Details/Evidence</b> (to support your Focus/Thesis)	Carefully chosen details are effectively used to support the focus/thesis.	Details given are sufficient and support the focus/thesis.	Details given are insufficient or may not support the focus/thesis	Details are very weak or nonexistent.
<b>Organization</b>	Introduction is fully developed. Paragraphs use topic sentences effectively. Consistent controlling idea developed with insightful closure.	Introduction is clear. Paragraphs may have general topic sentences. Obvious purpose throughout concluding with a restatement of focus/thesis.	Introduction is unclear or under developed. Paragraphs may lack topic sentences. Clarity of purpose may not be evident. Conclusion does not reflect focus/thesis.	Introduction is confusing or non-existent. Paragraphs are undeveloped. No clear controlling idea or purpose. Conclusion is non-existent, confusing, or indecisive.

<b>Voice/Tone</b>	Sophisticated, fluid writing that utilizes descriptive language appropriate for focus/thesis. Recognition of target audience is obvious.	Mature, clear language; variety in word choice that is appropriate to focus/thesis. Recognition of target audience is identifiable.	Mediocre, sometimes awkward language that is inconsistently appropriate to focus/thesis. Recognition of target audience is erratic or limited.	Weak vocabulary; vague or redundant word choice. Language may be inappropriate to focus/thesis. No recognition of target audience.
<b>Grammar, Usage, Mechanics</b>	Varied sentence structure; entirely correct grammar usage. Correct punctuation and no spelling errors.	Some variety of sentence structure; no spelling errors, minor grammar punctuation errors.	Sentence structure lacks variety. Grammar, punctuation and/or spelling errors.	Sentences lack correct structure (fragments and run-ons). Considerable errors in grammar, punctuation, and spelling.
<b>Requirement(s) Specific to Discipline</b>				

N.A.- may be used for elimination