

Standard Writing Rubric

Teacher: Duncan Dixon
Name: _____
Subject/Class: _____
Grade/Level: All levels
Date: 1/22/04

Performance Element	Level 4	Level 3	Level 2	Level 1
Content	Relevant to the task set. Shows knowledge of topic. Develops thesis.	For the most part answers the tasks set, though there may be some gaps or redundant information. Shows some knowledge of topic. Some development of thesis.	Answer of limited relevance to the task set. Possibly major gaps in treatment of topic and/or pointless repetition. Limited knowledge of topic. Little development of thesis.	The answer bears almost no relation to the task set. Totally inadequate answer. Shows no knowledge of topic. Too little writing to evaluate.
Organization	Overall shape and internal pattern clear. Organizational skills well controlled. Ideas clearly stated and supported. Follows logical pattern.	Some organizational skills in evidence, but not adequately controlled.	Very little organization of content. Underlying structure not sufficiently controlled.	No apparent organization of content.
Cohesion	Satisfactory use of cohesion resulting in effective communication.	For the most part satisfactory cohesion although occasional deficiencies.	Unsatisfactory cohesion may cause difficulty in comprehension of most of the intended communication.	Cohesion almost totally absent. Writing so fragmentary that comprehension of the intended communication is virtually impossible.
Vocabulary	Almost no inadequacies in vocabulary. Only rare inappropriacies and/or circumlocution.	Some inadequacies in vocabulary for the task. Perhaps some lexical inappropriacies and/or circumlocution.	Frequent inadequacies in vocabulary for the task. perhaps frequent lexical inappropriacies and/or repetition.	Vocabulary inadequate for even the most basic parts of the intended communication.
Grammar	Almost no grammar mistakes.	Some grammatical mistakes.	Frequent grammatical mistakes.	Almost all sentences have grammatical mistakes.

Punctuation	Almost no mistakes in punctuation.	Some inaccuracies in punctuation.	Low standard of accuracy in punctuation.	Ignorance of conventions of punctuation.
Spelling	Almost no inaccuracies in spelling.	Some inaccuracies in spelling.	Low standard of accuracy in spelling.	Almost all spelling inaccurate.