

**Writing Rubric (Expressive/Exploratory) – Intermediate Literacy Assessment - 2014**

Trait	0	1. Experiencing Difficulty	2. Approaching Expectations	3. Meeting Expectations	4. Strong (at the grade level)
<p><b>Ideas:</b></p> <ul style="list-style-type: none"> <li>generates ideas and related details to develop and sustain the topic (idea) of the writing task showing an awareness of audience and purpose</li> </ul>	No evidence (blank)	<ul style="list-style-type: none"> <li>topic (main idea) does not match the prompt</li> <li>no awareness of task</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>limited (incomplete) details to support main idea</li> <li>lacks evidence of development</li> </ul>	<ul style="list-style-type: none"> <li>topic (main idea) matches the prompt</li> <li>writing is supported by some adequate ideas (some ideas may not be relevant)</li> <li>minimal/partial development</li> <li>may be repetitive or read like a list</li> <li>ideas are adequately supported by simple details; however, the purpose can be understood</li> <li>little awareness of audience and purpose</li> </ul>	<ul style="list-style-type: none"> <li>topic (main idea) matches prompt</li> <li>writing is supported by generally effective ideas – general development</li> <li>ideas are effectively supported by mostly specific, relative details</li> <li>minimal distracting information may be present</li> <li>awareness of audience and purpose</li> </ul>	<ul style="list-style-type: none"> <li>topic (main idea) matches the prompt</li> <li>writing is supported by focused and insightful ideas – well developed</li> <li>details are strongly developed (relevant, effective, specific) and <b>maintained consistently</b></li> <li>no irrelevant details</li> <li>a clear awareness of audience and purpose</li> </ul>
<p><b>Organization:</b></p> <ul style="list-style-type: none"> <li>organizes ideas in a form or manner that communicates information with an awareness of audience and purpose. Ideas/details are in logical order with structure and flow</li> </ul>	No evidence (blank)	<ul style="list-style-type: none"> <li>no introduction and/or closure</li> <li>very little or no sense of order is present</li> <li>similar ideas are not grouped together</li> <li>choppy/ no flow</li> </ul>	<ul style="list-style-type: none"> <li>an introduction may or may not be present</li> <li>some sense of order is present (the account may jump around a bit), therefore; some re-reading <b>may be</b> required</li> <li>no attempt with connecting/transition words (may be repetitive, e.g., <u>and</u> or <u>and then</u>)</li> <li>closure may or may not be attempted</li> </ul>	<ul style="list-style-type: none"> <li>gives an introduction to establish the purpose</li> <li>the writing maintains a sense of order and logical sequence</li> <li>connecting/transition words create flow, showing how ideas connect</li> <li>provides an obvious conclusion – a statement to reinforce or summarize position (could be predictable and/or abrupt)</li> </ul>	<ul style="list-style-type: none"> <li>has a clearly defined introduction to establish the purpose</li> <li>the writing maintains logical and effective order throughout</li> <li>order of ideas enhances and elaborates on topic</li> <li>thoughtful, fluid transition words connect ideas and supporting details</li> <li>provides a logical, effective and definite conclusion</li> </ul>
<p><b>Conventions:</b></p> <ul style="list-style-type: none"> <li>demonstrates awareness of audience and purpose by using conventions of written language</li> </ul> <p>*Proportion of error to length and/or complexity of response should be considered</p>	No evidence (blank)	<ul style="list-style-type: none"> <li>many errors present (may obscure meaning)</li> <li>appropriate grammar, punctuation and capitalization are rarely used</li> <li>sentence structure obscures meaning</li> <li>conventional spelling is rarely used</li> </ul>	<ul style="list-style-type: none"> <li>errors in conventions present</li> <li>meaning is affected by errors</li> <li>meaning understood with re-reading</li> <li>grammar, punctuation and capitalization are often missing or incorrect</li> <li>paragraphs may or may not be used</li> <li>familiar and commonly used words may or may not be spelled correctly</li> <li>errors in grammatical structures</li> <li>sentences rarely vary in structure or length creating a simple, rigid, sometimes repetitive, mechanical text</li> </ul>	<ul style="list-style-type: none"> <li>conventions present (occasional errors)</li> <li>correct capital letters and end punctuation</li> <li>proper use of internal punctuation (comas, semi-colons, dash, hyphen, parentheses, apostrophes) and paragraphing of dialogue (<b>some error</b>)</li> <li>paragraphs are used</li> <li>familiar and commonly used words may or may not be spelled correctly</li> <li>correct grammatical structures</li> <li>variety in sentence length and structure to create rhythm and flow</li> </ul>	<ul style="list-style-type: none"> <li>conventions consistently present</li> <li>correct use of capital letters and end punctuation</li> <li>includes internal punctuation (commas, semi-colons, dash, hyphen, parentheses, apostrophes) and paragraphing of dialogue (little or no error)</li> <li>paragraphs are used</li> <li>more complex vocabulary with minimal spelling errors</li> <li>correct grammatical structures</li> <li>variety in sentence length and structure creates an effective text</li> </ul>

