

**Writing Rubric (Personal Expressive) - Primary Literacy Assessment**

Trait	0	1	2	3	4
<p><b>Ideas:</b> generates ideas and details to develop and sustain the topic (idea) of the writing task showing an awareness of audience and purpose</p>	<p>- no evidence (blank)</p>	<p>- topic (main idea) does not match prompt -no awareness of task</p>	<p>- topic (main idea) matches the prompt - few relevant supporting details are present - details present but unclear and/or repetitive or like a list - details are not developed - little or no awareness of audience and purpose</p>	<p>- topic (main idea) matches prompt - supporting details are relevant - details are developed - some details <b>may be</b> irrelevant - some awareness of audience and purpose</p>	<p>- topic (main idea) matches the prompt - supportive details are effective, specific, and appropriate -details are <b>strongly</b> developed and maintained consistently - no irrelevant details - awareness of audience and purpose</p>
<p><b>Organization:</b> 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</p>	<p>- no evidence (blank)</p>	<p>- no introduction - very little or no sense of order is present - similar ideas are not grouped together - choppy/ no flow -ending abrupt/ no closure</p>	<p>- may/may not have an apparent introduction  - some sense of order is present (the account may jump around a bit) or a list of random thoughts, therefore; - some rereading <b>may be</b> required - some details are presented with a structure and flow -little or no attempt with transitions (may be repetitive - and, and ...) - closure is attempted</p>	<p>-has an apparent introduction  - the writing, <b>overall</b>, maintains a sense of order and logical sequence - most similar ideas are grouped together - transition words and/or phrases create flow showing how ideas connect - closure achieved (may be abrupt)</p>	<p>- has an effective introduction  - the writing maintains and sustains logical and effective order throughout - order of ideas enhances and elaborates on topic - thoughtful transition words and/or phrases connect grouped ideas and supporting details - effective closure</p>
<p><b>Conventions:</b> demonstrates awareness of audience and purpose by using some conventions of written language</p> <p>* Proportion of error to length and/or complexity of response should be considered</p>	<p>- no evidence (blank)</p>	<p>- errors obscure meaning - conventional spelling is not used - appropriate grammar, punctuation &amp; capitalization are not used - sentence structure obscures meaning</p>	<p>- many errors present - meaning is affected by errors - meaning understood with rereading - spelling, grammar, punctuation &amp; capitalization are rarely correct - sentences rarely vary in structure or length creating a simple, rigid, sometimes repetitive, mechanical text</p>	<p>- some conventions present - meaning is not affected by errors - familiar and commonly used words spelled correctly - some errors in complex spelling (risk taking) - grammar, punctuation &amp; capitalization are generally correct - some errors in punctuation - some variety in sentence length and structure</p>	<p>- conventions consistently present -accurate spelling, grammar, punctuation &amp; capitalization (<b>errors basically non-existent</b>) - simple paragraphs exist showing an awareness of the conventional form of paragraphing *** - variety in sentence length and structure creates an effective text</p>