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| Essay/Paragraph Writing Rubric | **Strong****25-22.5** | **Good****22-20** | **Fair****19.5-17.5** | **Weak****17-15** | **Poor****14.5-0** |
| **CONTENT/ TOPIC DEVELOPMENT/****TASK COMPLETION** | Thorough. The writer clearly conveys the required material and provides additional details that are relevant and interesting.  | Complete. The writer conveys the required material, but provides little additional detail.  | Generally complete. Writer conveys the required material, but does not provide relevant additional detail. | Somewhat incomplete. The required material is incomplete and/or much detail is lacking or irrelevant.  | Incomplete. The required material is missing. Details are nonexistent or *random* and irrelevant. |
| **ORGANIZATION/****FLOW** | The writer clearly organizes the required material. The writing flows and sequence of ideas is logical. Transitions are used effectively to aid in the flow of writing. | Organized. The writer uses some effective transitions. | Flow is at times choppy. There is an apparent effort to organize; yet the order is at times illogical. | Little flow to writing. Seems more like a list than prose. Writing lacks logical progression, which sometimes makes it difficult to follow.  | No organization. Sentences are random and do not reflect a cohesive thought. |
| **LANGUAGE USE –****Word Choice/Sentence Structure** | Functions & grammar are used correctly; writer implements new/advanced vocabulary and idiomatic expressions; word choice is precise; spelling is accurate. | Few minor problems in usage do not distort meaning or inhibit communication. Vocabulary is basic to advanced; some errors with word choice and/or spelling. | Some minor problems that do not distort meaning. Appropriate but basic vocabulary; some errors with word choice and/or spelling. | Problems in usage distort meaning and inhibit communication in some instances. Interpretation is sometimes forced. Vocabulary is basic; word choice needs improvement. Many errors with spelling. | Problems in usage completely distort meaning and inhibit communication. Interpretation is forced. Vocabulary is elementary; many errors in word choice and spelling. |
| **LANGUAGE USE – Current Grammar** | Writer uses the current grammar w/ few or no errors. | Writer uses current grammar w/ minor errors that do not distort meaning. | Writer uses current grammar/vocab with some errors that do not distort meaning. | Writer uses current grammar with several errors. Meaning is at times distorted. | Significant problems with current grammar. Meaning is often distorted. |

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| Essay/Paragraph Writing Rubric | **Strong****5-4.5** | **Good****4.4-4** | **Fair****3.9-3.5** | **Weak****3.4-3** | **Poor****2.9-0** |
| **CONTENT/ TOPIC DEVELOPMENT/****TASK COMPLETION** | Thorough. The writer clearly conveys the required material and provides additional details that are relevant and interesting.  | Complete. The writer conveys the required material, but provides little additional detail.  | Generally complete. Writer conveys the required material, but does not provide relevant additional detail. | Somewhat incomplete. The required material is incomplete and/or much detail is lacking or irrelevant.  | Incomplete. The required material is missing. Details are nonexistent or *random* and irrelevant. |
| **ORGANIZATION/****FLOW** | The writer clearly organizes the required material. The writing flows and sequence of ideas is logical. Transitions are used effectively to aid in the flow of writing. | Organized. The writer uses some effective transitions. | Flow is at times choppy. There is an apparent effort to organize; yet the order is at times illogical. | Little flow to writing. Seems more like a list than prose. Writing lacks logical progression, which sometimes makes it difficult to follow.  | No organization. Sentences are random and do not reflect a cohesive thought. |
| **LANGUAGE USE –****Word Choice/Sentence Structure** | Functions & grammar are used correctly; writer implements new/advanced vocabulary and idiomatic expressions; word choice is precise; spelling is accurate. | Few minor problems in usage do not distort meaning or inhibit communication. Vocabulary is basic to advanced; some errors with word choice and/or spelling. | Some minor problems that do not distort meaning. Appropriate but basic vocabulary; some errors with word choice and/or spelling. | Problems in usage distort meaning and inhibit communication in some instances. Interpretation is sometimes forced. Vocabulary is basic; word choice needs improvement. Many errors with spelling. | Problems in usage completely distort meaning and inhibit communication. Interpretation is forced. Vocabulary is elementary; many errors in word choice and spelling. |
| **LANGUAGE USE – Current Grammar** | Writer uses the current grammar w/ few or no errors. | Writer uses current grammar w/ minor errors that do not distort meaning. | Writer uses current grammar/vocab with some errors that do not distort meaning. | Writer uses current grammar with several errors. Meaning is at times distorted. | Significant problems with current grammar. Meaning is often distorted. |