

NEW WRITING RUBRIC

[Adapted from the REEP Writing Rubric of the Arlington Virginia Public Schools by the Jamaica Plain Adult Learning Program, Boston, Massachusetts]

Carey Reid
SABES @ World Education, Inc.

S	CONTENT & VOCABULARY	ORGANIZATION & DEVELOPMENT	SENTENCE STRUCTURE	GRAMMAR & MECHANICS	VOICE
6	<ul style="list-style-type: none"> longer than others while still focused on topic sophisticated* vocabulary choices good knowledge of idioms* and specialized terms 	<ul style="list-style-type: none"> clear essay structure with multiple paragraphs ideas are well developed and supported ideas are connected sequentially* and logically 	<ul style="list-style-type: none"> applies a variety of sentence structures with ease and effectiveness sentences show a personal writing style mostly free of errors 	<ul style="list-style-type: none"> exhibits* skills at or near the "final edit" level 	<ul style="list-style-type: none"> earns reader trust persuasive and even moving clear personal style
5	<ul style="list-style-type: none"> addresses whole task with a lot of content a variety of vocabulary choices very small number of errors 	<ul style="list-style-type: none"> one or more developed paragraphs, with main idea and supporting details some form of essay structure (intro, body, conclusion) is noticeable 	<ul style="list-style-type: none"> applies a variety of sentence structures very few errors attempts sophisticated* structures, such as passive or conditional, perhaps with errors 	<ul style="list-style-type: none"> uses periods, commas, capitals and so forth with very few if any errors spelling mostly accurate, even with unusual vocabulary 	<ul style="list-style-type: none"> highly interesting, even persuasive noticeable personal style
4	<ul style="list-style-type: none"> addresses whole task with an adequate amount of content vocabulary includes some good word choices meaning is completely clear, despite some errors 	<ul style="list-style-type: none"> uses detail for support or examples one or more well-developed ideas indicates paragraphing, though grouping or sequencing* of ideas might not be effective 	<ul style="list-style-type: none"> control of basic structures is obvious attempts compound and complex sentences, though perhaps with errors 	<ul style="list-style-type: none"> uses punctuation and capitals with few errors uses commas with few errors spelling mostly accurate 	<ul style="list-style-type: none"> exhibits* sense of purpose, passion strong engagement provides opinions, viewpoints
3	<ul style="list-style-type: none"> focuses on part of the task with just enough content functional vocabulary, but not yet sophisticated* meaning is generally clear despite some errors 	<ul style="list-style-type: none"> very basic level of detail some info is irrelevant* no sequencing*, or sequencing not effective might indicate awareness of how to form paragraphs 	<ul style="list-style-type: none"> sentence structures are basic (simple present or past) but sometimes error free can use adverbials (because, if) and correlating conjunctions (and, but, so) 	<ul style="list-style-type: none"> applies punctuation regularly, though with some errors uses capitals, but with some errors applies commas mostly accurately some spelling errors 	<ul style="list-style-type: none"> emerging voice engages audience at some level some personalization
2	<ul style="list-style-type: none"> focuses on part of the task but with very little content includes irrelevant* info meaning is not clear because of errors in word choice or usage 	<ul style="list-style-type: none"> thought pattern exists but difficult to follow; ideas not connected, or logical 	<ul style="list-style-type: none"> some sentences are whole, but structure is basic, repetitive, or copied from task 	<ul style="list-style-type: none"> knows some grammar and spelling, but frequent errors distract, or obscure* meaning punctuation is used, but sometimes inaccurately invented spelling 	<ul style="list-style-type: none"> aware that an audience is being addressed
1	<ul style="list-style-type: none"> most info hard to understand not focused on task very basic vocabulary, repeats 	<ul style="list-style-type: none"> not yet coherent* 	<ul style="list-style-type: none"> uses only or mostly fragments or phrases structure errors obscure* sentence meanings 	<ul style="list-style-type: none"> does not use or understand basic mechanics handwriting/spelling obscures meaning 	<ul style="list-style-type: none"> not evident

*GLOSSARY OF TERMS

- "**sophisticated**" here means that word choices or sentence structures are more complex and specific than those used in informal conversations.
- "**idioms**" are words or phrases that come into a language from repeated use by people; there are no rules for them. E.g. In American English we say "get on the bus" rather than "get in the bus". The only reason we use "on" is that people have used that word repeatedly over the years.
- "**irrelevant**" here means "not relevant"; that is, the information does not *relate to* or *fit* the main topic of the piece of writing.
- "**sequentially**" means that ideas or information are put in an order that easy for the reader to follow.

- **"coherent"** means that a statement or a piece of writing makes sense, that it is not confusing or the meaning hard to understand.
- **"exhibits"** means that the reader can see that whatever is being "exhibited" (for example, a skill of some kind) is really there.
- **"obscure"** means that the meaning of a statement or piece of writing is not clear to the reader, just as a window curtain might "obscure" a view.

NEW WRITING RUBRIC

[Adapted from the REEP Writing Rubric of the Arlington Virginia Public Schools
by the Jamaica Plain Adult Learning Program, Boston, Massachusetts]

Carey Reid
SABES @ World Education, Inc.

S	CONTENT & VOCABULARY	ORGANIZATION & DEVELOPMENT	SENTENCE STRUCTURE	GRAMMAR & MECHANICS	VOICE
6	<ul style="list-style-type: none"> longer than others while still focused on topic sophisticated* vocabulary choices good knowledge of idioms* and specialized terms 	<ul style="list-style-type: none"> clear essay structure with multiple paragraphs ideas are well developed and supported ideas are connected sequentially* and logically 	<ul style="list-style-type: none"> applies a variety of sentence structures with ease and effectiveness sentences show a personal writing style mostly free of errors 	<ul style="list-style-type: none"> exhibits* skills at or near the "final edit" level 	<ul style="list-style-type: none"> earns reader trust persuasive and even moving clear personal style
5	<ul style="list-style-type: none"> addresses whole task with a lot of content a variety of vocabulary choices very small number of errors 	<ul style="list-style-type: none"> one or more developed paragraphs, with main idea and supporting details some form of essay structure (intro, body, conclusion) is noticeable 	<ul style="list-style-type: none"> applies a variety of sentence structures very few errors attempts sophisticated* structures, such as passive or conditional, perhaps with errors 	<ul style="list-style-type: none"> uses periods, commas, capitals and so forth with very few if any errors spelling mostly accurate, even with unusual vocabulary 	<ul style="list-style-type: none"> highly interesting, even persuasive noticeable personal style
4	<ul style="list-style-type: none"> addresses whole task with an adequate amount of content vocabulary includes some good word choices meaning is completely clear, despite some errors 	<ul style="list-style-type: none"> uses detail for support or examples one or more well-developed ideas indicates paragraphing, though grouping or sequencing* of ideas might not be effective 	<ul style="list-style-type: none"> control of basic structures is obvious attempts compound and complex sentences, though perhaps with errors 	<ul style="list-style-type: none"> uses punctuation and capitals with few errors uses commas with few errors spelling mostly accurate 	<ul style="list-style-type: none"> exhibits* sense of purpose, passion strong engagement provides opinions, viewpoints
3	<ul style="list-style-type: none"> focuses on part of the task with just enough content functional vocabulary, but not yet sophisticated* meaning is generally clear despite some errors 	<ul style="list-style-type: none"> very basic level of detail some info is irrelevant* no sequencing*, or sequencing not effective might indicate awareness of how to form paragraphs 	<ul style="list-style-type: none"> sentence structures are basic (simple present or past) but sometimes error free can use adverbials (because, if) and correlating conjunctions (and, but, so) 	<ul style="list-style-type: none"> applies punctuation regularly, though with some errors uses capitals, but with some errors applies commas mostly accurately some spelling errors 	<ul style="list-style-type: none"> emerging voice engages audience at some level some personalization
2	<ul style="list-style-type: none"> focuses on part of the task but with very little content includes irrelevant* info meaning is not clear because of errors in word choice or usage 	<ul style="list-style-type: none"> thought pattern exists but difficult to follow; ideas not connected, or logical 	<ul style="list-style-type: none"> some sentences are whole, but structure is basic, repetitive, or copied from task 	<ul style="list-style-type: none"> knows some grammar and spelling, but frequent errors distract, or obscure* meaning punctuation is used, but sometimes inaccurately invented spelling 	<ul style="list-style-type: none"> aware that an audience is being addressed
1	<ul style="list-style-type: none"> most info hard to understand not focused on task very basic vocabulary, repeats 	<ul style="list-style-type: none"> not yet coherent* 	<ul style="list-style-type: none"> uses only or mostly fragments or phrases structure errors obscure* sentence meanings 	<ul style="list-style-type: none"> does not use or understand basic mechanics handwriting/spelling obscures meaning 	<ul style="list-style-type: none"> not evident

*GLOSSARY OF TERMS

- "**sophisticated**" here means that word choices or sentence structures are more complex and specific than those used in informal conversations.
- "**idioms**" are words or phrases that come into a language from repeated use by people; there are no rules for them. E.g. In American English we say "get on the bus" rather than "get in the bus". The only reason we use "on" is that people have used that word repeatedly over the years.
- "**irrelevant**" here means "not relevant"; that is, the information does not *relate to* or *fit* the main topic of the piece of writing.
- "**sequentially**" means that ideas or information are put in an order that easy for the reader to follow.
- "**coherent**" means that a statement or a piece of writing makes sense, that it is not confusing or the meaning hard to understand.
- "**exhibits**" means that the reader can see that whatever is being "exhibited" (for example, a skill of some kind) is really there.

- **"obscure"** means that the meaning of a statement or piece of writing is not clear to the reader, just as a window curtain might "obscure" a view.