

**McConnell Middle School
Rubric for Rating Writing**

	IDEAS X2	ORGANIZATION X1	STYLE X1	CONVENTIONS X1
5	Fully developed controlling idea that addresses all aspects of the assigned writing task supporting ideas are fully elaborated with logical examples and details	Organizing strategy is appropriate to writer's topic and assigned genre – related ideas are grouped in a logical manner within paragraphs and across the paper – transitions are effective and varied	Carefully crafted phrases and sentences create a sustained tone – varied, precise, and engaging language – varied sentence lengths, structures, and beginnings	Clear and correct simple, complex, and compound sentences with correct end punctuation – correct usage, agreement, mechanics, spelling, capitalization – infrequent, if any, errors
4	Well developed controlling idea that addresses the assigned writing task – supporting ideas include specific examples & are part of elaboration	Organizing strategy is appropriate to the writer's ideas and genre – logical grouping of ideas within the paper and across parts of the paper – varied transitions linking ideas	Language and tone consistent with writer's purpose and genre – word choice is precise and engaging – sentences vary in length and structure.	Correct simple, complex, compound sentences with correct end punctuation and few errors – errors are generally minor and do not interfere with meaning
3	Developed controlling idea that addresses assigned writing task – supporting ideas sometimes well developed	Organizing strategy is generally appropriate to writer's ideas and genre – generally related ideas are grouped together within paragraphs and across the paper – transitions link parts of the paper	Language and tone generally consistent with writer's purpose and genre – word choice generally engaging with some simple and ordinary language – some variation in sentence length and structure	Sentences are generally correct with generally correct end punctuation – occasional sentence fragments and run-ons – few simple sentence errors – few errors interfere with meaning
2	Minimally developed controlling idea that addresses some aspect of assigned writing task – supporting ideas are vague and either partially or underdeveloped	Organizing strategy is formulaic and/or inappropriate to the assigned genre – ideas within paragraphs and across paper not arranged in effective order – limited use of transitions	Language and tone uneven but mostly flat – word choice is simple, ordinary/repetitive – little sentence variation in length and structure	Simple sentences formed correctly, but other sentences may be incomplete or overloaded – sentence structure awkward – frequent errors in usage/mechanics – some errors may interfere with meaning
1	Lack of focus on the assigned topic and purpose Lack of controlling idea; May be too short to determine competence	No evidence of organizing strategy – unclear sequence throughout paper – lack of transitions – insufficient writing to determine organizing strategy	Language and tone are flat and/or inappropriate to the task – word choice inaccurate or imprecise – lack of sentence variety	Frequent sentence fragments and run-ons – severe errors in both usage and mechanics – errors interfere with or obscure meaning