

**Union Public Schools  
8th and 9th Grade Rubric**

Name: \_\_\_\_\_

<b>6 + 1 Writing Traits</b>	<b>exemplary</b>	<b>accomplished</b>	<b>developing</b>	<b>beginning</b>
<b>Ideas</b> <i>Idea Development DTW #2</i>	The writing is clear and focused. The main idea can be identified, and all supporting details are interesting, important, and informative. All Ideas are strong and clear and hold the audience's attention. Details are supported with sound commentary.	The main idea can be identified, and supporting details are, for the most part, interesting, important, and informative. Ideas are clear and hold the audience's attention. Details are supported with some commentary.	The main idea is present but may not be the central focus throughout. Supporting details need improvement to become interesting, important, or informative. Not all details hold the audience's attention. Needs additional commentary.	The writing has no clear sense of purpose or focus on a main idea. Supporting details are limited, unclear or repetitious. No commentary is present. Does not hold the audience's attention.
<b>Organization</b> <i>Idea Development DTW #2</i>	The organization flows smoothly from an engaging introduction, including an attention grabber and thesis statement, to a logical conclusion. Body paragraphs include topic and closing sentences. Transitions are used consistently and appropriately.	The organization includes an introduction with an attention grabber and thesis statement and includes a conclusion. Topic and closing sentences are mostly present. Some transitions are present.	The organization guides the audience through the text without too much confusion. The introduction, with a thesis statement, or conclusion is weak. Very few topic or closing sentences exist. Transition usage is limited.	The writing lacks organization. No attention grabber or thesis is present. No conclusion is present. No topic or closing sentences are present. No transitions are present.
<b>Voice</b> <i>Personal impression</i>	The writing speaks directly to the audience in an individual, compelling, and engaging way. The writer takes ideas and presents them with an awareness of audience and purpose. POV stays the same through the use of appropriate pronouns.	The writing speaks to the audience in an engaging way. In most cases, the writer takes ideas and makes them his/her own. POV stays the same through the use of appropriate pronouns.	The writing somewhat draws the audience into the topic. POV may change through the occasional misuse of pronouns.	The writing does not draw the audience into the topic. The writing lacks purpose. POV changes often through the misuse of pronouns.
<b>Word Choice</b> <i>Sent by Sent Eval - See Verb Choice</i>	Imagery (sensory vocabulary) is vivid and active. Specific and accurate words are used to convey the intended meaning. Most verbs show action.	Imagery (sensory vocab) is is mostly vivid and active. In most cases, specific and accurate words are used to convey the intended meaning. Most verb choice strengthens the writing.	The language conveys the intended meaning accurately but may be repetitive. Imagery and verb choice need improvement to strengthen the writing.	The writing uses a limited vocabulary or does not use words to convey a specific meaning. Action verbs are very limited or repetitive.
<b>Sentence Fluency</b> <i>Sent by Sent Eval and Personal Impression</i>	All sentences sound natural and flow when read aloud. Each sentence is clear and complete. Sentence beginnings and sentence types vary.	Most sentences sound natural and flow when read aloud. Most sentences are clear and complete. Most sentence beginnings and sentence types vary.	Sentences may not sound natural or flow when read. Most sentence beginnings are alike. Little sentence variety is attempted. Sentence fragments and run-ons occasionally occur.	Sentences do not sound natural or flow when read. Sentences are not clear. Sentence beginnings are alike. No sentence variety is attempted. Sentence fragments and/or run-ons detract from the intended meaning.
<b>Conventions</b> <i>Sentence by Sentence Evaluation</i>	Grammar and usage are correct, and meaning is clear. Spelling and punctuation are correct. Internal and external punctuation are correct. Appropriate and consistent tense is used.	Grammar and usage are mostly correct, and meaning is mostly clear. Spelling and internal and external punctuation are mostly correct. Appropriate and consistent tense is used. S & Vbs agree.	Grammar and usage are somewhat correct, and the meaning is somewhat clear. Spelling and internal and external punctuation are somewhat correct. Tense may not be consistent or appropriate.	Errors in grammar and usage affect meaning and confuse the reader. Frequent spelling errors are present. Punctuation is missing or incorrect. Tense is not consistent or appropriate.
<b>Presentation</b> <i>From the Essay</i>	District heading (MLA format) is present and exact. Writing is properly spaced, uses designated margins, and contains an original title. Citations and works cited page are present and exact.	District heading (MLA format) is present but may be incorrect. Writing is properly spaced, uses designated margins, but may contain an unoriginal title. Citations and works cited are present with few errors.	District heading (MLA format) is present but may be incorrect. Writing may be improperly spaced, doesn't adhere to margins, or has an unoriginal title. Citations and/or works cited are present with several errors.	District heading (MLA format) may not be present. Writing may be improperly spaced, doesn't adhere to margins, or has no title. Citations and/or works cited may be present with many errors or completely missing.

**Criteria for credit: The paper must address the prompt and fulfill the length requirement.**