SCORE	4	3	2	1
CONTENT / DEVELOPMENT	• Presents a clear central idea about the topic • Fully develops the central idea with specific, relevant details • Sustains focus on central idea throughout the writing	• Presents a central idea about the topic • Develops the central idea but details are general, or the elaboration may be uneven • Focus may shift slightly, but is generally sustained	• Central idea may be unclear • Details need elaboration to clarify the central idea • Focus may shift or be lost causing confusion for the reader	• There is no clear central idea • Details are sparse and/ or confusing • There is no sense of focus
ORGANIZATION	• Has an effective introduction, body, and conclusion. • Provides a smooth progression of ideas by using transitional devices throughout the writing.	• Has an introduction, body, and conclusion. • Provides a logical progression of ideas throughout the writing.	• Attempts an introduction, body, and conclusion; however, one or more of these components could be weak or ineffective. • Provides a simplistic, repetitious, or somewhat random progression of ideas throughout the writing.	• Attempts an introduction, body, and conclusion; however, one or more of these components could be absent or confusing. • Presents information in a random or illogical order throughout the writing.
VOICE		• Uses precise and/or vivid vocabulary appropriate for the topic • Phrasing is effective, not predictable or obvious • Varies sentence structure to promote rhythmic reading • Shows strong awareness of audience and task; tone is consistent and appropriate	• Uses both general and precise vocabulary • Phrasing may not be effective, and may be predictable or obvious • Some sentence variety results in reading that is somewhat rhythmic; may be mechanical • Shows awareness of audience and task; tone is appropriate	• Uses simple vocabulary • Phrasing is repetitive or confusing • Shows little or no sentence variety; reading is monotonous • Shows little or no awareness of audience and task; tone may be inappropriate
CONVENTIONS	• Provides evidence of a consistent and strong command of grade-level conventions (grammar, capitalization, punctuation, and spelling).	• Provides evidence of an adequate command of grade-level conventions (grammar, capitalization, punctuation, and spelling).	• Provides evidence of a limited command of grade-level conventions (grammar, capitalization, punctuation, and spelling).	• Provides little or no evidence of having a command of grade-level conventions (grammar, capitalization, punctuation, and spelling).

NOTE: This rubric MUST be used in conjunction with *specific grade-level skills* as outlined in the *Composite Matrix* for the Conventions of Grammar, Mechanics of Editing, Revision and Organizational Strategies, and Writing Products (Appendix B of ELA Standards, 2008).

Blank	B
Off Topic	OT
Insufficient	IS
Unreadable	UR
Not Original	NO