

# **GGUSD 4 Point Writing Rubric**

Grades 7-12

## **Score 1-Does Not Meet Standards**

### **Content**

- A. Needs evidence of main idea, thesis, or narrative components.
- B. Length is not appropriate to cover topic.
- C. Ideas are not related to main idea/ purpose.
- D. There is little or no support for main ideas.
- E. Paper does not reach a conclusion.
- F. Prompt is marginally addressed.

### **Organization**

- A. No evidence of an introduction.
- B. Paper needs paragraphs to signal new ideas.
- C. Paper lacks transitions from one idea/paragraph to next.
- D. Paragraphs lack logic and/or sequence.

### **Voice/ Style**

- A. Language that is appropriate for purpose and audience is needed.
- B. Language is mechanical and awkward.
- C. Writer's voice/style is not detectable.
- D. Language does not hold readers' attention.
- E. Word choice obscures meaning.

### **Mechanics**

- A. Many sentences are incomplete and/or incoherent.
- B. Sentence structure is repetitive.
- C. Frequent or major grammatical errors.
- D. Has many punctuation, capitalization, and/or spelling errors.
- E. Paper format is incorrect.
- F. Paper is illegible.

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## **Score 2-Approaching Standards**

### **Content**

- A. Main idea, topic, purpose, or thesis is present but unclear. Incomplete narrative components.
- B. Length is adequate to convey meaning, but additional detail is needed.
- C. Paper contains irrelevant information.
- D. Details supporting main ideas are present but not fully developed.
- E. Conclusion is a restatement of paper's major points.
- F. Prompt is partially addressed.

### **Organization**

- A. Evidence of an introduction, but it is vague.
- B. Paper has evidence of paragraphing.
- C. Paper has inconsistent/no use of topic sentences.
- D. Inconsistent use of transitions from one paragraph/ idea to the next.
- E. Paragraphs may have some logic/sequence.

### **Voice/ Style**

- A. Language is generally appropriate for purpose and audience.
- B. Language is mechanical or awkward in places.
- C. Writer's voice/style is attempted. Inconsistent perspective.
- D. Language is simplistic.
- E. Word choice accurate, but not specific.

### **Mechanics**

- A. Most sentences are complete and coherent.
- B. Some sentence variety is evident.
- C. Has some punctuation, capitalization, and/or spelling errors; they do not interfere with reading/meaning.
- D. Paper is legible.

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## **Score 3-Meets Standards**

### **Content**

- A. Main idea/thesis is clear or narrative components are present.
- B. Length is appropriate to cover topic completely and in depth.
- C. All ideas are related to the main idea/ purpose.
- D. Main ideas are linked to thesis and are supported by valid details, illustrations, examples.
- E. Conclusion reflects understanding of paper's major points.
- F. All parts of prompt addressed fully.

### **Organization**

- A. Paper has a clear introduction.
- B. Paragraphs signal new ideas.
- C. All paragraphs have coherent topic sentences when appropriate.
- D. Paper has transition sentences leading to next paragraph/idea.
- E. Paragraphs have logic and/or sequence.

### **Voice/ Style**

- A. Language is appropriate for purpose and audience.
- B. Language is fluid.
- C. Writer's voice/style is evident and consistent.
- D. Language engages readers' attention.
- E. Word choice is accurate and vivid.

### **Mechanics**

- A. Sentences are complete and coherent.
- B. Sentence structure is varied.
- C. Paper has no significant grammatical, punctuation, capitalization, or spelling errors.

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## **Score 4-Exceeds Standards**

### **Content**

- A. Main idea/thesis is insightful or narrative components are well developed.
- B. Length covers topic in depth and meets all writing standards.
- C. All ideas are related to main idea/ purpose and are fully developed.
- D. Main ideas are supported and reflect a critical understanding of topic.
- E. The conclusion ties the paper together in an insightful way.
- F. Prompt is addressed insightfully.

### **Organization**

- F. Paper has an insightful/engaging introduction.
- G. Paragraphs clearly signal the introduction of new ideas.
- H. Paragraphs have concise topic sentences.
- I. Effective transitions shift effortlessly between paragraphs/ideas.
- J. Paragraphs have clear logic/sequence.

### **Voice/ Style**

- A. Language is sophisticated, vivid, and tailored to the audience.
- B. Language is expressive and fluid.
- C. Consistent, unique voice and perspective.
- D. Language is thought provoking.
- E. Word choice enhances clarity.

### **Mechanics**

- A. Sentences are complete and coherent.
- B. Sentence structure is varied.
- C. Paper has no significant grammatical, punctuation, capitalization, or spelling errors.
- D. Skillful use of sentence variety.