

Name: _____

Teacher & Period: _____

Date: _____

Goleta Valley Junior High School Formal Writing Rubric – Full Version

		Outstanding (Advanced)	Good (Proficient)	Fair (Basic)	Developing (Below Basic)	Not Meeting Standards (Far Below Basic)
Content/Ideas	Writing Task	<i>Clearly addresses all parts of the writing task</i>	<i>Addresses all parts of the writing task</i>	<i>Addresses most parts of the writing task</i>	<i>Addresses few parts of the writing task</i>	<i>Does not address the writing task</i>
	Purpose and Audience	<i>Demonstrates a clear understanding of purpose and audience</i>	<i>Demonstrates a good understanding of purpose and audience</i>	<i>Demonstrates a fair understanding of purpose and audience</i>	<i>Demonstrates a limited understanding of purpose and audience</i>	<i>Shows no understanding of purpose and audience</i>
	Central Idea and Support	<i>Clearly presents a strong central idea with well-developed and relevant facts, details and/or explanations</i>	<i>Presents a strong central idea with mostly developed and relevant facts, details and/or explanations</i>	<i>Presents a central idea with fairly developed and some relevant facts, details and/or explanations</i>	<i>Suggests a central idea with limited facts, details and/or explanations</i>	<i>Does not include a central idea with few or no facts, details and/or explanations</i>
	Organization	<i>Maintains a consistent point of view, focus, and unified organizational structure; effectively uses transitions</i>	<i>Maintains a mostly consistent point of view, focus, and unified organizational structure; effectively uses some transitions</i>	<i>Maintains a fairly consistent point of view, focus, and unified organizational structure; uses some transitions</i>	<i>Attempts to maintain a consistent point of view, focus, and unified organizational structure; uses few transitions</i>	<i>Continually shifts point of view and/or focus; lacks organizational structure and unity; does not use transitions</i>
Mechanics/Presentation	Word Choice	<i>Effectively chooses clear, specific and rich vocabulary</i>	<i>Chooses clear and specific vocabulary</i>	<i>Chooses some clear and specific vocabulary</i>	<i>Chooses mostly limited or simple vocabulary</i>	<i>Chooses only limited or simple vocabulary</i>
	Sentence Variety	<i>Uses a broad variety of sentence types</i>	<i>Uses a good variety of sentence types</i>	<i>Uses a fair variety of sentence types</i>	<i>Uses a limited variety of sentence types</i>	<i>Uses no variety of sentence types</i>
	Conventions and Usage	<i>Makes few if any errors in sentence structure, grammar, usage, punctuation, capitalization or spelling; errors do not interfere with the reader's understanding of the writing</i>	<i>Makes some errors in sentence structure, grammar, usage, punctuation, capitalization and/or spelling; errors do not interfere with the reader's understanding of the writing</i>	<i>Makes several errors in sentence structure, grammar, usage, punctuation, capitalization and/or spelling; errors may interfere with the reader's understanding of the writing</i>	<i>Makes several errors in sentence structure, grammar, usage, punctuation, capitalization and/or spelling; errors interfere with the reader's understanding of the writing</i>	<i>Makes several serious errors in sentence structure, grammar, usage, punctuation, capitalization and/or spelling; errors interfere with the reader's understanding of the writing</i>

K. Troyna and C. Sipress, September 2003

Printed 10/06/2003