

EXPRESSIVE WRITING RUBRIC

	4 Exceeds the Standard	3 Meets the Standard	2 Partially Meets	1 Does not Meet the Standard
ORGANIZATION	<ol style="list-style-type: none"> 1. Transitions between sentences and paragraphs are inventive and/or sophisticated. 2. Overall order of thoughts/ideas enhances the piece. 	<ol style="list-style-type: none"> 1. Transitions between sentences and paragraphs are smooth. 2. Overall order of thoughts/ideas enhances the piece. 	One to three areas of concern evident.	Four or more areas of concern.
CONTENT	<ol style="list-style-type: none"> 1. Presents the reader with, and sticks to, an original/insightful/intriguing main idea. 2. The main idea is enhanced by any or all of the following: dialogue, narration, and description. 3. Intro surprises, entices, or intrigues the reader. 4. End of piece is thoughtful and enhances meaning. 	<ol style="list-style-type: none"> 1. Presents the reader with, and sticks to, a clear main idea. 2. The main idea is supported well by any or all of the following: dialogue, narration, and description. 3. Intro interests the reader. 4. End of piece completes the work. 	One to three areas of concern evident.	Four or more areas of concern.
VOICE	<ol style="list-style-type: none"> 1. Writer's energy, passion, and language drive the writing, making the paper lively, expressive, and engaging. 	<ol style="list-style-type: none"> 1. Writer obviously interested and involved in topic. 	One to three areas of concern.	Four or more areas of concern.

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LANGUAGE	<ol style="list-style-type: none"> 1. Fluent prose 2. Sentence structures enhance the piece 3. Signs of original diction 4. Rich vocabulary 	<ol style="list-style-type: none"> 1. Sentences are complete and correct 2. Sentences are varied in structure and length 3. Adequate diction 4. Vocabulary is effective 	<ol style="list-style-type: none"> 1. Sentence fragments, comma splices, and/or run-ons 2. Unvaried sentence structure 3. Uses clichés and/or some ineffective diction 4. Limited vocabulary 	<ol style="list-style-type: none"> 1. Lack of sentence sense 2. Weak diction 3. Words used incorrectly
MECHANICS, GRAMMAR, SPELLING	<ol style="list-style-type: none"> 1. The student uses sophisticated punctuation, spelling, and sentence structure to suit purpose, context, and audience. Although perhaps not perfect, the piece is highly polished. 	<ol style="list-style-type: none"> 1. The student uses appropriate punctuation, spelling, and sentence structure to suit purpose, context, and audience. 	<ol style="list-style-type: none"> 1. The student demonstrates some evidence of the ability to use appropriate punctuation, spelling, and sentence structure to suit purpose, context, and audience. Errors begin to interfere with the clarity of the piece. 	<ol style="list-style-type: none"> 1. The student demonstrates limited evidence of the ability to use appropriate punctuation, spelling, and sentence structure to suit purpose, context, and audience. Errors interfere with the clarity of the piece.