

LAE 4414: Writing Traits Rubric

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| | Strong: The student consistently demonstrates high levels of skill | Effective: The student consistently demonstrates effective skills | Developing: The student consistently demonstrates developing skills | Emerging: The student consistently demonstrates emerging skills | Minimal or No Evidence |
|-------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Ideas | Main idea is clear, supported, and enriched by relevant anecdotes and details. | Main idea is well-marked by detail but could benefit from additional information. | Topic or theme is identified as main idea; development remains basic, general or too simplistic. | Main idea is vague, though possible topic/theme is emerging. | Little or no main idea, purpose, or central theme exists; reader must infer this based on sketchy or missing details. |
| Organization | Organization enhances and showcases central idea; order of information, pacing, and transitions are seamless, moving the reader through text. | Organization is smooth; only a few small interruptions occur with pacing or transitions. | Organizational structures, pacing, and transitions move the reader through text without too much confusion. | Organization is problematic though structure begins to emerge; ability to follow text is slowed by pacing or transitions. | Organization lacks sense of direction; content is strung together in loose, random fashion. Pacing is too fast or slow. Transitions, if used, do not guide the reader. |
| Voice | Author speaks directly to reader in individual, compelling, and engaging way that delivers purpose and topic; although passionate, author is respectful of audience and purpose. | Author attempts to address topic, purpose, and audience in sincere and engaging way; piece still skips a beat here and there. | Author seems sincere, yet not fully engaged or involved; result is pleasant or even personable, though topic and purpose are still not compelling. | Author's voice is hard to recognize, even if reader is trying desperately to "hear" it. | Author seems indifferent, uninvolved, or distanced from topic, purpose, and/or audience. |
| Word Choice | Vocabulary is powerful and engaging, creating mental imagery; words convey intended message in precise, interesting, and natural way. | Vocabulary is more precise and appropriate; mental imagery emerges. | Vocabulary is functional yet still lacks energy; author's meaning is easy to understand in general. | Vocabulary is understandable yet lacks energy; some interpretation is needed to understand parts of piece. | Vocabulary is flawed, resulting in impaired meaning; wrong words in context; or reader can't picture message or content. |
| Sentence Fluency | Sentences have flow, rhythm, and cadence; are well built with strong, varied structure that invites expressive oral reading. | Some sentences are rhythmic and flowing; a variety of sentence types are structured correctly; it flows well when read aloud. | Sentences are varied and hum along, tending to be pleasant or businesslike though may still be more mechanical than musical or fluid; it's easy to read aloud. | Sentences are technically correct but not varied, creating sing-song pattern or lulling reader to sleep; it sounds mechanical when read aloud. | Sentences vary little; even easy sentence structures cause reader to stop and decide what is being said and how; it's challenging to read aloud. |
| Conventions | Standard writing conventions (e.g., spelling, grammar, punctuation, capitalization) effectively to enhance readability. | Author tries complex writing; errors in spelling, grammar, punctuation, and capitalization are few and only minor editing is needed. | Conventions are sometimes handled well; at other times, errors distract and impair readability. | Many errors of various types of conventions are scattered throughout text. | Errors in conventions are the norm and repeatedly distract reader, making text unreadable. |