

# LAE 4414: Writing Traits Rubric

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	<b>Strong: The student consistently demonstrates high levels of skill</b>	<b>Effective: The student consistently demonstrates effective skills</b>	<b>Developing: The student consistently demonstrates developing skills</b>	<b>Emerging: The student consistently demonstrates emerging skills</b>	<b>Minimal or No Evidence</b>
<b>Ideas</b>	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.
<b>Organization</b>	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.
<b>Voice</b>	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.
<b>Word Choice</b>	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.
<b>Sentence Fluency</b>	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.
<b>Conventions</b>	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.