

Writing Assignment Rubric (ages 11-13)

Suggested criteria

Learning Outcome	Exceeds expectations	Meets expectations	Approaching expectations	Below expectations
Content	<p>The writing clearly addresses the topic/prompt.</p> <p>There is a clear main idea that ties the writing together.</p> <p>There are many details and solid reasoning to clearly support the main idea.</p>	<p>The writing addresses the topic/prompt.</p> <p>A main idea is stated.</p> <p>There are details and reasoning to support the main idea.</p>	<p>The writing attempts to address the topic/prompt.</p> <p>While a main idea is present, it may not be clearly stated.</p> <p>There are some details to support the main idea, but they are few or unclear. The writing may be missing several important ideas.</p>	<p>The writing barely addresses the topic/prompt, or the writing does not address the topic/prompt at all.</p>
Organization of ideas	<p>There are interesting introductory and concluding remarks to frame writing.</p> <p>There is an interesting, organized flow of ideas from start to finish.</p> <p>There are skillful transitions that link ideas throughout the writing.</p>	<p>There are introductory and/or concluding remarks.</p> <p>Ideas are organized logically.</p> <p>There are usually transitions between different parts of the writing</p>	<p>The writing may lack both introductory and concluding remarks.</p> <p>Some ideas are well organized, but many are out of place.</p> <p>There are very few or no transitions, or transitions are very weak.</p>	<p>The writing has very little or no organization.</p>
Style	<p>Sentences are well-constructed, with several different structures and lengths.</p> <p>Word choice is energetic and varied. There is subject-area vocabulary where it is fitting.</p>	<p>Most sentences are well-constructed, with a few different structures and lengths.</p> <p>Word choice is clear and accurate. The writing usually includes subject-area vocabulary where it is fitting.</p>	<p>Some sentences are well-constructed, but with few differences in structure and length.</p> <p>Word choice is generally clear and accurate, but it may be somewhat repetitive. Subject-area vocabulary is used in at least a few places.</p>	<p>Sentences are difficult to understand, or they are very repetitive.</p> <p>Word choice is unclear, incorrect, and/or very repetitive. There is no attempt to use subject-area vocabulary, or it is misused.</p>
Conventions and mechanics	<p>There are very few or no errors in grammar, punctuation, or spelling.</p> <p>The writing is correctly formatted throughout.</p>	<p>There are a few slight errors in grammar, punctuation, and/or spelling.</p> <p>Most parts of the writing are correctly formatted.</p>	<p>There are several errors in grammar, punctuation, and/or spelling, which may make it more difficult for the reader.</p> <p>There is an attempt at correct formatting. At least some parts of the writing are formatted correctly, or almost correctly.</p>	<p>There are many errors in grammar, punctuation, and/or spelling that significantly interfere with meaning.</p> <p>There is no clear attempt at correct formatting.</p>

Optional criterion

Learning Outcome	Exceeds expectations	Meets expectations	Approaching expectations	Below expectations
Academic citations	Academic citations are always or almost always included where they are needed. All or almost all citations are formatted correctly.	Academic citations are usually included where they are needed. Most citations are formatted correctly.	Academic citations are sometimes included where they are needed. At least some citations are formatted correctly or almost correctly.	Academic citations are never included where they are needed, or there are major mistakes in formatting most citations.