

Rubric for Georgia Grade 8 Writing Assessment

Student Name: _____

	5	4	3	2	1
<p>IDEAS (Score x 2) <i>Components:</i> <i>Controlling idea</i> <i>Supporting ideas</i> <i>Relevance of detail</i> <i>Depth of development</i> <i>Sense of completeness</i> <i>Aware of genre</i></p>	<p>Full command of IDEAS. 1. Consistent focus on the assigned topic, purpose, and audience 2. Fully developed controlling idea 3. Supporting ideas and elaboration developed using logical examples and details relevant to the topic 4. Uses genre-appropriate strategies to develop the writer's ideas</p>	<p>Consistent control of IDEAS. 1. Consistent focus on the assigned topic, purpose, and audience. 2. Well developed controlling idea 3. Supporting ideas and elaboration developed using specific examples and details 4. Response is appropriate to the assigned genre</p>	<p>Sufficient control of IDEAS. 1. Generally consistent focus on the assigned topic, purpose, and audience 2. Developed controlling idea 3. Most supporting ideas and elaboration are relevant with some examples and details 4. Response is generally appropriate to the genre.</p>	<p>Minimal control of IDEAS. 1. Limited focus on the assigned topic, purpose, and audience 2. Minimally developed controlling idea 3. Supporting ideas are vague, general, and/or undeveloped with insufficient information due to brevity and/or repetition 4. Response does not demonstrate genre awareness</p>	<p>Lack of control of IDEAS. 1. Lack of focus on assigned topic and purpose 2. Lack of controlling idea 3. Absence of supporting ideas (unclear) and/or majority of details are irrelevant 4. Response is inappropriate to the genre 5. Insufficient student writing to determine competence in ideas.</p>
<p>ORGANIZATION (Score x 1) <i>Components:</i> <i>Overall plan</i> <i>Introduction/Body/Conclusion</i> <i>Sequence of Ideas</i> <i>Grouping Ideas into Paragraph</i> <i>Genre-Specific Strat.</i> <i>Transitions</i></p>	<p>Full command of ORGANIZATION. 1. Organizing strategy is appropriate to topic & genre. 2. Logical and appropriate sequencing of ideas within paragraphs and across paper 3. Introduction engages and sets the stage. Conclusion provides a sense of resolution or closure 4. Uses effective and varied transitional elements for ideas, paragraphs, and sentences.</p>	<p>Consistent control of ORGANIZATION. 1. Overall organizational strategy is appropriate to ideas and purpose 2. Logical sequencing of ideas across paper 3. Introduction sets stage, and conclusion ends the piece without repetition 4. Logical grouping of ideas within paragraphs 5. Varied transitions link parts of the paper and ideas within paragraphs</p>	<p>Sufficient control of ORGANIZATION. 1. Organizational strategy is generally appropriate to the writer's ideas and purpose of genre 2. Generally clear sequence of ideas 3. Introduction is clear and a conclusion provides closure 4. Related ideas generally grouped together within paragraphs 5. Transitions link parts of paper</p>	<p>Minimal control of ORGANIZATION. 1. Organizing strategy is formulaic and/or inappropriate to genre 2. Little sequencing of ideas 3. May lack introduction or conclusion 4. Ideas within paragraphs not in meaningful order 5. Limited use of transitions (may be formulaic, ineffective or overused) 6. Demonstration of competence limited by brevity of the response.</p>	<p>Lack of control of ORGANIZATION. 1. No evidence of an organizing strategy 2. Unclear sequence of ideas 3. Lacks an introduction and/or conclusion 4. Unrelated ideas included within paragraphs 5. Lack of transitions or inappropriate transitions 6. Insufficient writing to determine competence in organization</p>
<p>STYLE (Score x 1) <i>Components:</i> <i>Word Choice</i> <i>Audience Awareness</i> <i>Voice</i> <i>Sentence Variety</i> <i>Strategies Approp. to Genre</i></p>	<p>Full command of STYLE. 1. Carefully crafted phrases and sentences create a sustained tone and advance the writer's purpose for audience 2. Varied, precise, and engaging language 3. Word choice reflects understanding of denotative and connotative meaning 4. Figurative or technical language may be used 5. Sustained attention to audience 6. Commanding voice sustained 7. Extensive variety of sentence lengths, structures, and beginnings 8. Variety of genre appropriate strategies</p>	<p>Consistent control of STYLE. 1. Language and tone are consistent with purpose and genre 2. Word choice is precise and engaging 3. Attention to audience in introduction, body and conclusion 4. Consistent and distinctive voice 5. Sentences vary in length and structure 6. Some genre-appropriate strategies to engage the reader</p>	<p>Sufficient control of STYLE. 1. Language and tone are generally consistent with the writer's purpose and appropriate to the genre 2. Word choice is generally engaging with occasional lapses into simple and ordinary language 3. Awareness of audience may be limited to introduction and/or conclusion 4. Writer's voice clear/appropriate 5. Some variation in sentence length and structure 6. May include some genre-appropriate strategies</p>	<p>Minimal control of STYLE. 1. Language and tone are uneven 2. Word choice is simple, ordinary, and/or repetitive 3. Limited awareness of audience 4. Minimal, inconsistent or indistinct voice 5. Little variation in sentence length and structure 6. Demonstration of competence limited by the brevity of the response</p>	<p>Lack of control of STYLE. 1. Language and tone are flat and/or inappropriate to the task or reader 2. Word choice is inaccurate, imprecise, and/or confusing 3. Little or no attention to audience 4. Writer's voice is not apparent 5. Lack of sentence variety 6. Insufficient student writing to determine competence in style</p>
<p>CONVENTIONS (Score x 1) <i>Components</i> <i>Sentence Formation</i> <i>Usage</i> <i>Mechanics</i></p>	<p>Full command of CONVENTIONS. 1. Clear and correct simple, compound, and complex sentences with correct end punctuation 2. Variety of subordination and coordination 3. Correct usage: subject-verb agreement, word forms (nouns, adj, adv), pronoun-antecedent agreement 4. Correct mechanics in variety of contexts: punctuation within sentences, spelling, capitalization, and para. indents 5. Infrequent, if any, errors</p>	<p>Consistent control of CONVENTIONS 1. Correct simple, complex, and compound sentences with correct end punctuation and few errors 2. Correct usage with few errors 3. Correct mechanics with few errors 4. Errors are generally minor and do not interfere with meaning</p>	<p>Sufficient control of CONVENTIONS 1. Sentences are generally correct with correct end punctuation 2. Some errors in complex and compound sentences, occasional sentence fragments, run-ons, or awkward sentences. Few errors with simple sentences 3. Generally correct usage, but may contain errors in S/V agree., P/A agree., word forms, verb tense, and homonyms 4. Generally correct mechanics 5. Few errors interfere w/ meaning</p>	<p>Minimal control of CONVENTIONS 1. Minimal control in three components of conventions or one comp. may be strong while the other two are weak 2. Simple sentences formed correctly, but others incomplete or overloaded 3. Sentence structure is awkward and/or end punctuation may be missing or incorrect 4. May have frequent errors in usage and/or mechanics 5. Some errors may interfere w/meaning 6. Brevity limits evaluation</p>	<p>Lack of control of CONVENTIONS 1. Frequent sentence fragments, run-ons, and incorrect sentences 2. End punctuation incorrect or lacking 3. May contain frequent and severe errors in both usage and mechanics 4. Errors may interfere with or obscure meaning 5. Insufficient student writing to determine competence in conventions</p>

How do I revise for Ideas?

1. Find and evaluate the thesis statement. (Label "TH")
2. Find and evaluate each body paragraph's topic sentence. (Label "TS")
3. Find and evaluate the supporting details and elaborations (Nitty-Gritty and Down and Dirty Nitty-Gritty details) in each body paragraph.
4. Check to make sure each paragraph is On Genre.
5. Check to make sure you have fully covered your topic.
6. What questions may your reader have about your essay? Answer these questions by adding information to your essay. (Persuasive—Where is the Counter-Argument?)

How do I revise for Organization?

1. Find and evaluate the Introduction (Label Hook with "H."). The Thesis was labeled in "Ideas.")
2. Find and evaluate the Body (Ideas).
3. Find and evaluate the Conclusion (Look for "Wrap UP," "Link to Thesis," and "Reader Thinking.")
4. Check to make sure you have a clear sequence of ideas (chronological, importance, compare/contrast, etc.).
5. Check to make sure you have used transitions to link ideas within paragraphs, between paragraphs, and/or between sections (I/B/C) (Highlight Transitions and Label "TR.").

How do I revise for Style?

1. Find and evaluate the vocabulary.
2. Limit "Dead Verbs."
3. Did you pay attention to your audience? Is your *tone* respectful?
4. Check to make sure you have sentence variety (simple, compound, complex and compound-complex). Label as "CP," "CX," and "CPCX."
5. Check to make sure you are using Genre Specific Strategies:
 - Expository Writing
 - a) Descriptive Details
 - b) Figurative Language: Imagery, similes, metaphors
 - c) Authoritative voice
 - d) Technical Language
 - e) Addressing the reader: "Wouldn't you want to watch this show?"
 - Persuasive Writing
 - a) Emotional Appeals
 - b) Figurative Language
 - c) Connotative Meanings
 - d) Evocative Voice
 - e) Rhetorical Questions: "What kinds of television shows do kids want?"
 - f) Addressing the reader: "You should" or "We all should"

How do I edit for Conventions?

1. Check sentences by reading them from the end of the essay to the beginning.
 - a) Is each sentence complete?
 - b) Are clauses connected properly (compound, complex, and compound complex)?
 - c) Are phrases punctuated correctly (i.e. appositive phrases)?
 - d) Are your sentences punctuated correctly (. ! ? , ' ; "" :-No Contractions.
2. Check for subject/verb agreement ("They is..." or "They are...").
3. Check for pronoun/antecedent agreement. Are you beginning a paragraph or sentence with a pronoun before you introduce the antecedent? Is your pronoun correct in gender and case?
4. Is each sentence capitalized? Did you capitalize proper nouns and appropriate pronouns (I)?
5. Is each paragraph indented?
6. Check for correct spelling (from end to beginning).