


Intermediate Writing Rubric

Grades 3, 4, 5, 6

| Score | 6 Exceptional | 5 Strong | 4 Proficient | 3 Simplistic | 2 Limited | 1 Not Clear | |
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| Ideas | *This paper is extremely clear or focused . Relevant anecdotes and details enrich the central theme. | *The ideas/content in this piece are well-marked by detail and information . | *The writer has defined the main idea (topic), the development is progressing and most details support the topic. | P r o f i c i e n t  E m e r g i n g | * No one main idea stands out yet, although possibilities are emerging. | * As yet, the paper has no clear sense of purpose or central theme . To extract meaning from the text, the reader must make inferences based on sketchy or missing details. | |
| Organization | * The organization enhances and showcases the central idea or theme. The order, structure, or presentation of information is compelling and moves the reader through the text. | *The organization is smooth with only a few small bumps here and there. | * The organizational structure is strong enough to move the reader through the text without too much confusion. | | * The organization is somewhat problematic and slows the reader's ability to engage in the text. | * The organization of the piece needs a great deal of work to be effective . Only moments here and there give the writer a clue about what's going on. | * The writing lacks a clear sense of direction . Ideas, details, or events seem strung together in a loose or random fashion; there is no identifiable internal structure . |
| Voice | * The writer speaks directly to the reader in a way that is individual, compelling, and engaging . The writer crafts the writing with an awareness and respect for the audience and the purpose for writing. | *The writer's feelings often speak to the reader in a way that is individual and engaging . The writer crafts the writing with some respect for the audience and the purpose for writing. | *Identifiable feelings and audience awareness are present, but the reader is not fully engaged . The writing has discernable purpose , but is not compelling . | | * Feelings are conveyed predictably . The reader is only engaged sporadically . The writing may have a purpose, but it is not easy to identify . | * A general feeling is captured , but the reader is only slightly engaged. The writing often lacks purpose . | * The writer seems indifferent to the topic and the content . The writing lacks purpose and audience engagement . |
| WORD CHOICE | * Words convey the intended message in a precise, interesting, and natural way . The words are powerful and engaging . | *More Attempts are made to reach for better and more precise words although not as often as possible . | * The language is functional , though it may lack energy. There are occasional attempts to use more variety in word choice. It is easy to figure out the writer's meaning. | | * Word choice is predictable and correctly used so that only a little interpretation is needed to understand what the writer is saying. | *So many places are flawed that meaning is often impaired . Wrong words are used and the reader can't see any connection to the main idea. | * The writer struggles with a limited vocabulary , searching for words to convey meaning. |
| Sentence Fluency | * The writing has an easy flow, rhythm, and cadence . Sentences are well built, with strong and varied structure that invites expressive oral reading . | *Much of this piece has a sense of rhythm and flow , but some parts still need work . Technically the sentences are correctly structured. | * The text hums along with a steady beat , but tends to be more pleasant or businesslike than musical , more mechanical than fluid. | | * Technically correct sentences tend to create a singsong pattern or lull the reader to sleep. Nothing in the sentence creates a sense of fluidity. | * Even some of the easier sentences have structural problems which cause the reader to stop and figure out what is being said and how. | * The reader has to practice quite a bit in order to give this paper a fair interpretive reading . |
| Conventions | * The writer demonstrates a good grasp of standard writing conventions and uses them effectively to enhance readability. Errors tend to be few ; minor touch-ups would get this piece ready to publish. | *The writer stretches and tries more complex tasks in conventions however makes a few mistakes along the way. | * The writer shows reasonable control over standard writing conventions . Conventions sometimes enhance readability; at other times, errors are distracting and impair readability . | | * The writer stumbles in conventions even on simple tasks and almost always on anything trickier. | * Many errors of a variety of types are scattered throughout the text. | * Errors in spelling, punctuation, capitalization, usage and grammar and/or paragraphing repeatedly distract the reader and make the text difficult to read . |

