**Rubric # 2: Writing**

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| **Level of Performance** | **4=Exemplary** | **3=Proficient** | **2=Developing** | **1=Beginning** |
| **Criteria** |
| **Ideas and Content** | Articulates a central idea, claim, thesis, or argument appropriate to the task and discipline.  Innovatively and creatively justifies central idea, claim, thesis, or argument using relevant evidence. | Articulates a central idea, claim, thesis, or argument appropriate to the task and discipline.  Justifies central idea, claim, thesis, or argument using relevant evidence. | The central idea, claim, thesis, or argument is not clearly stated or is undeveloped, or does not fully address the task and discipline. | The topic is unclear or does not address the task and discipline. |
| **Organization** | Logically and creatively develops complex ideas using clearly defined paragraphs, transitions, and other structures appropriate to task and discipline. | Develops complex ideas using paragraphs, transitions, and other structures appropriate to task and discipline. | Addresses complex ideas but organizational structure is weak or unclear. | Does not address complex ideas and there is little or no organizational structure. |
| **Voice** | Uses voice appropriate to the task and discipline. | Uses voice appropriate to the task and discipline. | Inconsistently uses voice that is appropriate to the task and discipline. | Voice is inappropriate to task and discipline. |
| **Word Choice** | Skillfully and imaginatively uses varied language/vocabulary appropriate to the task and discipline. | Accurately uses varied language/vocabulary appropriate to the task and discipline. | Uses language/vocabulary that is sometimes inappropriate or redundant to the task and discipline. | Uses language/vocabulary that is inappropriate to the task and discipline. |
| **Sentence Fluency** | Always uses complete, varied and  well structured sentences. | Always uses complete and well structured sentences. | Mostly uses complete and well structured sentences; some fragments or run-ons. | Uses few or no complete and well structured sentences. |
| **Grammar and Conventions** | Has few or no errors in spelling, grammar, punctuation or presentation that do not interfere with communication. | Has some errors in spelling, grammar, punctuation or presentation that do not interfere with communication. | Has many errors in spelling, grammar, punctuation or presentation that somewhat interfere with communication. | Has serious errors in spelling, grammar, punctuation or presentation that interfere with communication. |