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| **KWANGJU FOREIGN SCHOOL**  Name: Assignment:  **STANDARD WRITING RUBRIC** | | | **Grades 11-12**  **Revised Fall 2014** | | |
|  | **Poor** | **Needs Improvement** | | **Good** | **Excellent** |
| **Prewriting & Drafting** | **1** | **2** | | **3** | **4** |
| Does the student follow the writing process (prewriting, preliminary drafts, revisions, and final draft)? | Follows the five step writing process (prewrite, draft, revise/peer edit, proofread, final draft).  \*Missing several elements. | Follows the five step writing process (prewrite, draft, revise/peer edit, proofread, final draft).  \*Missing more than one element. | | Follows the five step writing process (prewrite, draft, revise/peer edit, proofread, final draft).  \*Missing one element. | Follows the five step writing process (prewrite, draft, revise/peer edit, proofread, final draft).  All elements are completed. |
| **Spelling, Grammar, & Punctuation** | **1** | **2** | | **3** | **4** |
| Does the student use proper spelling, grammar, and punctuation? | Correct grammar, spelling, and punctuation are used, however, with many errors (six plus errors per page). | Correct grammar, spelling, and punctuation are used, however, with several errors (five errors per page). | | Correct grammar, spelling, and punctuation are used, however, with some errors (four errors per page). | Correct grammar, spelling, and punctuation are used, however, with very few errors (three or less errors per page). |
| **Sentence Construction** | **1** | **2** | | **3** | **4** |
| Does the student use a variety of types of sentences according to grade level expectations? | Uses primarily one type of sentence and has little variety in sentence length.  Has more than two fragments and/or run-ons. | Uses primarily one type of sentence and has little variety in sentence length.  No more than two fragments and/or run-ons. | | Uses a mostly balanced variety of sentence types and lengths.  No more than one fragment or run-on. | Uses a balanced variety of sentence types and length. Has no fragments or run-ons. |
| **Paragraph & Essay Construction** | **1** | **2** | | **3** | **4** |
| Does the student construct proper paragraphs (topic sentences and supporting points) and follow essay format (intro, body, and conclusion)? | Most of the writing piece is not written in clear, understandable, properly constructed paragraphs. Major revisions are required (topic sentences, supporting points and details, concluding sentences; introduction, body, conclusion). | Most of the writing piece is written in clear, understandable, properly constructed paragraphs. However, there are three or more awkward or imcomplete areas that need to be revised (topic sentences, supporting points and details, concluding sentences; introduction, body, conclusion). | | Most of the writing piece is written in clear, understandable, properly constructed paragraphs. However, there are one or two awkward or incomplete areas that need to be revised (topic sentences, supporting points and details, concluding sentences; introduction, body, conclusion). | The entire writing piece is written in clear, understandable, properly constructed paragraphs. There is a clear focus of the essay that is supported by well organized body paragraphs. None of the paragraphs need to be revised (topic sentences, supporting points and details, concluding sentences; introduction, body, conclusion). |
| **Content** | **2** | **4** | | **6** | **8** |
| Does the student correctly address the writing prompt/question? | Most areas of the writing piece are not covered thoroughly. It does not meet most requirements of the assignment (see assignment criteria). The writer does not display creativity, vivid language or concision, and uses limited vocabulary or incorrect word choice. | Several areas of the writing piece are not covered thoroughly. It meets some requirements of the assignment (see assignment criteria). The writer inconsistently displays some creativity, vivid language, or strong and appropriate vocabulary, but is wordy. | | Most areas of the writing piece are covered thoroughly. It meets most requirements of the assignment (see assignment criteria). The writer displays some creativity, vivid language, and strong and appropriate vocabulary, but may be wordy. | All areas of the writing piece are covered thoroughly. It meets all requirements of the assignment (see assignment criteria). The writer displays creativity, vivid language, and concision and uses strong, varied, accurate, and apt vocabulary. |
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| **Grading Scale** | **100 = 24** | **85 = 18-19** | | **70 = 13** | **Total Score** |
| **95 = 22-23** | **80 = 16-17** | | **65 = 12** |
| **90 = 20-21** | **75 = 14-15** | |  |