

Name:

Date:

# English Writing Rubric

	Level 1	Level 2	Level 3	Level 4
Developing and Organizing Content	The student rarely identifies the purpose, audience, and form of writing, and he/she develops and organizes ideas by ordering main ideas and supporting details using graphic organizers and organizational patterns with limited effectiveness.	The student sometimes identifies the purpose, audience, and form of writing, and he/she develops and organizes ideas by ordering main ideas and supporting details using graphic organizers and organizational patterns with some effectiveness.	The student usually identifies the purpose, audience, and form of writing, and he/she develops and organizes ideas by ordering main ideas and supporting details using graphic organizers and organizational patterns with considerable effectiveness.	The student consistently identifies the purpose, audience, and form of writing, and he/she develops and organizes ideas by ordering main ideas and supporting details using graphic organizers and organizational patterns with a high degree of effectiveness.
Using Knowledge of Form and Style	The student rarely drafts and revises his/her writing using appropriate forms and stylistic elements, and he/she applies strategies to make revisions to improve his/her writing with limited effectiveness.	The student sometimes drafts and revises his/her writing using appropriate forms and stylistic elements, and he/she applies strategies to make revisions to improve his/her writing with some effectiveness.	The student usually drafts and revises his/her writing using appropriate forms and stylistic elements, and he/she applies strategies to make revisions to improve his/her writing with considerable effectiveness.	The student consistently drafts and revises his/her writing using appropriate forms and stylistic elements, and he/she applies strategies to make revisions to improve his/her writing with a high degree of effectiveness.
Applying Knowledge of Language Conventions	The student uses editing, proofreading, and publishing skills, applies knowledge of language conventions, and presents his/her writing with limited effectiveness.	The student uses editing, proofreading, and publishing skills, applies knowledge of language conventions, and presents his/her writing with some effectiveness.	The student uses editing, proofreading, and publishing skills, applies knowledge of language conventions, and presents his/her writing with considerable effectiveness.	The student uses editing, proofreading, and publishing skills, applies knowledge of language conventions, and presents his/her writing with a high degree of effectiveness.
Reflecting on Writing Skills and Strategies	The student identifies helpful strategies and explains how his/her listening, speaking, and reading skills help in his/her development as a writer with assistance.	The student identifies helpful strategies and explains how his/her listening, speaking, and reading skills help in his/her development as a writer with some assistance.	The student identifies helpful strategies and explains how his/her listening, speaking, and reading skills help in his/her development as a writer with occasional assistance.	The student identifies helpful strategies and explains how his/her listening, speaking, and reading skills help in his/her development as a writer with little or no assistance.

Teacher's Comments: