

Bishop Dunn Memorial School ~ Middle School Writing Rubric

NAME: _____

DATE: _____

	Work in Progress (1 point)	Developing (2 points)	Proficient (3 points)	High Quality (4 points)	Self-Eval	Eval
Criteria	Topic is unclear and the ideas are unfocused.	Topic is unclear, and the development of ideas is uneven.	Topic is focused and clear, and the ideas are developed. Thesis statement may be included as required.	The topic is focused and clear, the ideas are developed, and thesis statement is concise and focused.		
Writer's Voice and Audience	The writing does not address an audience and uses informal or unclear language.	The writing inconsistently addresses an audience and inconsistently uses formal language.	The writing consistently addresses an audience and consistently uses formal language.	The writing presents ideas in an original or creative manner to the audience using specific and/or figurative language when appropriate.		
Writer's Details/ Vocabulary/ Examples	No details are included and/or drawn from the text; the writing includes 1-2 content vocabulary words used correctly.	There are 1-2 details included and/or drawn from the text; the writing includes 3-4 content vocabulary words used correctly.	There are 3-4 details included and/or drawn from the text; the writing includes 5-6 content vocabulary words used correctly.	There are 5-7 details included and/or drawn from the text; the writing includes 7+ content vocabulary words used correctly.		
Writer's Accuracy/ Content	The writing consists of unsupported or incorrect information.	The writing consists of both supported and unsupported information.	The writing reflects accurate knowledge of subject; the information is correct; the writing makes 3-4 references to text.	The writing reflects excellent knowledge of subject; the information is thorough and correct; the writing makes 5 or more references to text.		
Writer's Structure/ Organization	There is no introduction, body, or conclusion; there is a lack of sequencing of ideas.	The introduction or conclusion is missing; further development of main idea is needed in the body paragraphs.	The introduction has a clear topic sentence with a main idea; the body paragraphs develop the main idea; the conclusion rephrases the introduction.	The introduction has a clear topic sentence with a main idea; the body paragraphs develop the main idea; the conclusion not only rephrases the introduction but offers an original or thought-provoking statement.		
Writer's Conventions/ Mechanics/	There are 5+ errors in subject/verb agreement, punctuation, grammar and	There are 5+ errors in subject/verb agreement, punctuation, grammar and	There are 3-4 errors in subject/verb agreement, punctuation, grammar and	There are 1-2 errors in punctuation, grammar and spelling; the writing		

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Grammar	spelling; 5+ errors in common words (e.g. because, they're/their/there, and where/were); errors impede understanding.	spelling (including common words); errors do not impede understanding.	spelling (all common words spelled correctly e.g. there, their, or they're); the writing does not maintain verb-tense agreement.	maintains subject-verb agreement.		
Self-Evaluation including Proofreading/Editing	There are 4 or more errors indicate lack of use of proofreading strategies; the first draft is submitted as the final copy.	There are fewer than 3 corrections made from the original draft to the final copy; several errors remain.	All but 2 errors in mechanics, including punctuation or capitalization were corrected; 3 changes were noted in vocabulary or language usage.	Any errors in spelling, punctuation, including use of colons & semicolons, or capitalization corrected; 4 or more revisions noted in vocabulary, language usage and sentence structure that enhanced writing.		
				Total Score:		



REVISED 2.19