

**Windsor Locks High School**  
*School Wide Rubric: Writing*



Name: \_\_\_\_\_

Teacher: \_\_\_\_\_

Date : \_\_\_\_\_

Title of Work: \_\_\_\_\_

<b>Criteria</b>				
	Beginning	Developing	Accomplished	Exemplary
<b>Conventions</b>	Errors in grammar, usage, spelling, and/or punctuation interfere with meaning	Errors in grammar, usage, spelling, and/or punctuation limit effective communication of meaning	Few errors (in grammar, usage, spelling, punctuation) and/or errors do not interfere with communication of meaning	Grammar, usage, spelling, and punctuation are correct and contribute to effective communication of meaning
<b>Organization</b>	*No position/thesis of topic *No transitions from paragraph to paragraph	*Lacks clear position *Limited transitions	*Takes Adequate position *Transition often connects ideas	*Takes unified and focused position *Transitions smoothly connect ideas
<b>Content</b>	*No clearly developed topic *No focus *Information is missing, irrelevant, or inaccurate *lack of support with credible evidence/data	*Topic is minimally developed *Includes some relevant or accurate information, but may also contain irrelevant or inaccurate information *minimal use of evidence (data)	*Topic generally focused and well developed in most places *information is accurate and relevant *information is supported by credible evidence/data	*Topic is focused and thoroughly developed *Information is accurate and relevant and makes insightful personal connection *information is supported by credible evidence/data
<b>Use of Language</b>	*Ideas within a paragraph lack logic with the use of limited vocabulary	*Ideas within a paragraph generally flow in a logical sequence with the occasional use of appropriate word choice	*Ideas within a paragraph flow in a logical sequence with the use of mature and appropriate word choice	*Ideas within a paragraph flow in a logical sequence with the use of exceptional word choice and style

**Teacher Comments:**