

**MSLC WRITING RUBRIC
9-12TH GRADE**

<p style="text-align: center;">5/6: STRONG</p> <p>The paper is usually longer and more complex. It shows strong writing skills.</p>	<p style="text-align: center;">4: SOLID</p> <p>The paper is long enough to show what high school writers should be able to do.</p>	<p style="text-align: center;">3: ALMOST THERE</p> <p>The paper is not long enough, or it has some problems that make it ineffective.</p>	<p style="text-align: center;">2/1: NEEDS WORK</p> <p>The paper is much too short, or it has significant problems.</p>
<p>5/6: IDEAS: Purpose and main ideas: interesting; stand out; clear and focused Supporting details: many strong and specific details that explain the main ideas Writer shares new understandings Outside resources if used: provide strong, accurate, believable details</p>	<p>4: IDEAS Purpose and main ideas: clear, focused, easy to understand Supporting details: most are specific and related to the main ideas Writer may share new understanding Outside resources if used: provide supporting details</p>	<p>3: IDEAS Purpose and main ideas: clear, easy to understand Supporting details: may not be enough to develop the ideas; may be too general; some may be off topic; Outside details, if used: provide questionable ideas or details</p>	<p>2/1: IDEAS Purpose and main ideas: not very clear; reader may have to guess at what they are Supporting details: paper may be too short, off topic, repetitive, or confusing</p>
<p>5/6: ORGANIZATION The reader can follow the writing easily The introduction is inviting and makes the reader want to keep reading The conclusion is satisfying Transition words and phrases are fluid and effective Definitive paragraph breaks Writing may follow a formula, but is graceful and skillful</p>	<p>4: ORGANIZATION The reader can follow the writing The introduction and/or conclusion can be identified; enough to make up a simple paragraph Transition words and phrases help to move the reader along Solid paragraph breaks Writing is formulaic</p>	<p>3: ORGANIZATION The reader can follow the writing most of the time, but some parts may be a little unclear; the placement of ideas is confusing The introduction and/or conclusion is too short and ineffective Transition words are used minimally and repeated often (and, so, but, then...) Paragraph breaks are not always clear</p>	<p>2/1: ORGANIZATION The reader has a hard time following the writing and may be confused often The introduction and/or conclusion are not there or too short No transitional words or phrases are used No paragraph breaks are used</p>

<p>5/6: SENTENCE FLUENCY <u>Overall:</u> writing is very easy to read <u>aloud:</u> is fluent and natural sounding <u>Sentences begin</u> in a variety of ways; <u>sentence lengths</u> and <u>patterns</u> vary <u>if dialogue</u> is used it sounds natural</p>	<p>4: SENTENCE FLUENCY <u>Overall:</u> writing is easy to read out loud Most <u>sentences begin</u> in different ways; <u>length</u> is somewhat varied <u>if dialogue</u> is used, most sounds natural</p>	<p>3: SENTENCE FLUENCY <u>Overall:</u> some parts are easy to read out loud; other parts are more difficult and the reader may have to slow down or re-read Most <u>sentences begin</u> in the same way; <u>length</u> is similar throughout with minimal variety in length or pattern <u>Dialogue</u> if used does not sound natural</p>	<p>2/1: SENTENCE FLUENCY <u>Overall:</u> difficult to read out loud; the reader has to slow down or re-read because the sentence are poorly crafted <u>Sentences</u> are either short and choppy or long and rambling <u>The order of words</u> is mixed up and confusing</p>
<p>5/6: CONVENTIONS <u>Sentences:</u> end where they should with the correct punctuation mark; no run-ons, comma splices, or fragments <u>Spelling:</u> even difficult words correct <u>Verb tense & point of view:</u> consistent <u>Punctuation within sentences:</u> varied and correct <u>Errors:</u> may be a few minor errors</p>	<p>4: CONVENTIONS <u>Sentences:</u> end where they should with the correct punctuation mark; few if any run-ons, comma splices, or fragments <u>Spelling:</u> common words correct <u>Verb tense & point of view:</u> consistent <u>Punctuation within sentences:</u> sometimes incorrect <u>Errors:</u> some errors</p>	<p>3: CONVENTIONS <u>Sentences:</u> most end where they should with the correct mark, but some do not; some run-ons, comma splices, fragments <u>Spelling:</u> some common words incorrect <u>Verb tense & point of view:</u> may be inconsistent <u>Punctuation within sentences:</u> errors <u>Errors:</u> more errors; some are basic</p>	<p>2/1: CONVENTIONS <u>Sentences:</u> most do not end where they should with the correct punctuation mark; may run-ons, comma splices, and fragments <u>Spelling:</u> many common words incorrect <u>Errors:</u> so many basic errors that the reader has a hard time figuring out what the writer is trying to say</p>