

# RUBRICS

## CHAPTER 1 RUBRIC

1

### PERSONAL LETTER

	MESSAGE
	<p><b>Form</b></p> <p>3 Writer demonstrates correct letter form.            2 Writer demonstrates some knowledge of correct letter form.            1 Writer demonstrates little or no knowledge of correct letter form.</p>
	<p><b>Tone</b></p> <p>3 Letter demonstrates a conversational tone with the reader.            2 Letter demonstrates some attempt to relate to the reader.            1 Letter demonstrates little thought for and connection with the reader.</p>
	<p><b>Organization</b></p> <p>3 Letter demonstrates preplanning and contains clear ideas.            2 Letter demonstrates preplanning but contains some random ideas.            1 Letter demonstrates little or no forethought and contains mostly random ideas.</p>
	<p><b>Details</b></p> <p>3 Letter includes several specific details.            2 Letter includes occasional, random details.            1 Letter includes generalizations and few details.</p>
_____	<b>MESSAGE SCORE</b>

	MECHANICS
	<p><b>Grammar/Usage</b></p> <p>3 Writer demonstrates a command of grade-level grammar skills, including agreement, verb usage, pronoun usage, and sentence structure.            2 Writer demonstrates a basic knowledge of grade-level grammar skills, including agreement, verb usage, pronoun usage, and sentence structure.            1 Writer demonstrates little or no knowledge of grade-level grammar skills.</p>
	<p><b>Spelling</b></p> <p>3 Writer uses and spells words above grade level.            2 Writer spells words on grade level.            1 Writer misspells grade-level words.</p>
	<p><b>Capitalization/Punctuation</b></p> <p>3 Writer demonstrates a command of grade-level capitalization and punctuation.            2 Writer demonstrates an understanding of grade-level capitalization and punctuation.            1 Writer misuses grade-level capitalization and/or punctuation.</p>
_____	<b>MECHANICS SCORE</b>
_____	<b>TOTAL SCORE (Message plus Mechanics)</b>

A 19-21

B 16-18

C 13-15

D 10-12

F 7-9

Overall, this writing . . .

# RUBRICS

## CHAPTER 2 RUBRIC

### PERSONAL REPORT

2

MESSAGE	
	<p><b>Thesis Statement</b></p> <p>3 Thesis statement appears as the first sentence of the report and limits the subject and intention of the report.            2 Thesis statement appears as the first sentence of the report but is broad and without specific definition.            1 Thesis statement does not appear as the first sentence of the report.</p>
	<p><b>Purpose</b></p> <p>3 Report has a specifically chosen topic and a clear thesis statement.            2 Report has a chosen topic but an unclear thesis statement.            1 Report has no single, clear topic and no discernible thesis statement.</p>
	<p><b>Organization</b></p> <p>3 Report has ideas presented in a logical order with a well-drawn conclusion.            2 Report has ideas presented in random order with no obvious conclusion.            1 Report has little or no logical order.</p>
	<p><b>Support</b></p> <p>3 Report contains well-researched, specifically stated details.            2 Report contains some interesting details.            1 Report contains few if any details.</p>
_____	<b>MESSAGE SCORE</b>

MECHANICS	
	<p><b>Grammar/Usage</b></p> <p>3 Writer demonstrates a command of grade-level grammar skills, including agreement, verb usage, pronoun usage, and sentence structure.            2 Writer demonstrates a basic knowledge of grade-level grammar skills, including agreement, verb usage, pronoun usage, and sentence structure.            1 Writer demonstrates little or no knowledge of grade-level grammar skills.</p>
	<p><b>Spelling</b></p> <p>3 Writer uses and spells words above grade level.            2 Writer spells words on grade level.            1 Writer misspells grade-level words.</p>
	<p><b>Capitalization/Punctuation</b></p> <p>3 Writer demonstrates a command of grade-level capitalization and punctuation.            2 Writer demonstrates an understanding of grade-level capitalization and punctuation.            1 Writer misuses grade-level capitalization and/or punctuation.</p>
_____	<b>MECHANICS SCORE</b>
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A 19-21

B 16-18

C 13-15

D 10-12

F 7-9

Overall, this writing . . .

# RUBRICS

## CHAPTER 3 RUBRIC

3

### RESPONSE TO LITERATURE

MESSAGE	
	<p><b>Form</b></p> <p>3 Paragraph begins with a purposeful topic sentence that is well developed.            2 Paragraph lacks a topic sentence but has moderately developed ideas.            1 Paragraph lacks both a topic sentence and developed ideas.</p>
	<p><b>Relationship</b></p> <p>3 Response shows a clear relationship between the writer's experience and the literature.            2 Response shows a sufficient relationship between the writer's experience and the literature.            1 Response shows little or no relationship between the writer's experience and the literature.</p>
	<p><b>Organization</b></p> <p>3 Response begins with a synopsis of the literature and concludes by summarizing the writer's response.            2 Response begins with a general reference to the literature and has no specific conclusion.            1 Response begins with little or no reference to the literature and has no apparent conclusion.</p>
	<p><b>Support</b></p> <p>3 Response contains specific details in a logical order.            2 Response contains a few supporting details.            1 Response contains few if any supporting details.</p>
_____	<b>MESSAGE SCORE</b>

MECHANICS	
	<p><b>Grammar/Usage</b></p> <p>3 Writer demonstrates a command of grade-level grammar skills, including agreement, verb usage, pronoun usage, and sentence structure.            2 Writer demonstrates a basic knowledge of grade-level grammar skills, including agreement, verb usage, pronoun usage, and sentence structure.            1 Writer demonstrates little or no knowledge of grade-level grammar skills.</p>
	<p><b>Spelling</b></p> <p>3 Writer uses and spells words above grade level.            2 Writer spells words on grade level.            1 Writer misspells grade-level words.</p>
	<p><b>Capitalization/Punctuation</b></p> <p>3 Writer demonstrates a command of grade-level capitalization and punctuation.            2 Writer demonstrates an understanding of grade-level capitalization and punctuation.            1 Writer misuses grade-level capitalization and/or punctuation.</p>
_____	<b>MECHANICS SCORE</b>
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A 19-21

B 16-18

C 13-15

D 10-12

F 7-9

Overall, this writing . . .

# RUBRICS

## CHAPTER 4 RUBRIC

### CAUSE-AND-EFFECT ESSAY

4

MESSAGE	
	<p><b>Purpose</b></p> <p>3 Essay has a specifically chosen topic and a clear audience.            2 Essay has a chosen topic but an unclear audience.            1 Essay has no clear topic and an unclear audience.</p>
	<p><b>Form</b></p> <p>3 Essay opening gains the reader's attention and gives adequate background information.            2 Essay opening is interesting and gives some background information.            1 Essay opening is uninteresting and lacks background information.</p>
	<p><b>Clarity</b></p> <p>3 Essay demonstrates a clear cause-and-effect relationship with an obviously defined order.            2 Essay demonstrates a basic cause-and-effect relationship with some sense of order.            1 Essay demonstrates little or no cause-and-effect relationship with little or no sense of order.</p>
	<p><b>Expression</b></p> <p>3 Essay displays excellent use of transitions, good supporting examples, and a specifically designed conclusion.            2 Essay displays some use of transitions, some supporting examples, and a sense of conclusion.            1 Essay displays little or no use of transitions, few if any supporting examples, and/or no sense of conclusion.</p>
_____	<b>MESSAGE SCORE</b>

MECHANICS	
	<p><b>Grammar/Usage</b></p> <p>3 Writer demonstrates a command of grade-level grammar skills, including agreement, verb usage, pronoun usage, and sentence structure.            2 Writer demonstrates a basic knowledge of grade-level grammar skills, including agreement, verb usage, pronoun usage, and sentence structure.            1 Writer demonstrates little or no knowledge of grade-level grammar skills.</p>
	<p><b>Spelling</b></p> <p>3 Writer uses and spells words above grade level.            2 Writer spells words on grade level.            1 Writer misspells grade-level words.</p>
	<p><b>Capitalization/Punctuation</b></p> <p>3 Writer demonstrates a command of grade-level capitalization and punctuation.            2 Writer demonstrates an understanding of grade-level capitalization and punctuation.            1 Writer misuses grade-level capitalization and/or punctuation.</p>
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Overall, this writing . . .

# RUBRICS

## CHAPTER 5 RUBRIC

5

### POETRY AND METAPHOR

MESSAGE	
	<p><b>Figurative Language</b></p> <p>3 Poem uses metaphors to make strong comparisons.            2 Poem uses metaphors to make adequate comparisons.            1 Poem uses metaphors to make weak comparisons or does not use metaphors at all.</p>
	<p><b>Language</b></p> <p>3 Poem is written in lines containing abundant condensed speech.            2 Poem is written in lines containing some condensed speech.            1 Poem is written in lines, but it lacks condensed speech.</p>
	<p><b>Convention</b></p> <p>3 Poem is written with a strong variety of word order.            2 Poem is written with some variety of word order.            1 Poem lacks variety in word order.</p>
	<p><b>Sound</b></p> <p>3 Poem consistently uses sound devices effectively.            2 Poem sometimes uses sound devices effectively.            1 Poem does not use sound devices.</p>
_____	<b>MESSAGE SCORE</b>

MECHANICS	
	<p><b>Grammar/Usage</b></p> <p>3 Writer demonstrates a command of grade-level grammar skills, including agreement, verb usage, and pronoun usage.            2 Writer demonstrates a basic knowledge of grade-level grammar skills, including agreement, verb usage, and pronoun usage.            1 Writer demonstrates little or no knowledge of grade-level grammar skills.</p>
	<p><b>Spelling</b></p> <p>3 Writer uses and spells words above grade level.            2 Writer spells words on grade level.            1 Writer misspells grade-level words.</p>
	<p><b>Capitalization/Punctuation</b></p> <p>3 Writer demonstrates a command of grade-level capitalization and punctuation.            2 Writer demonstrates an understanding of grade-level capitalization and punctuation.            1 Writer misuses grade-level capitalization and/or punctuation.</p>
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Overall, this writing . . .

# RUBRICS

## CHAPTER 6 RUBRIC

### EYEWITNESS REPORT

6

MESSAGE	
	<p><b>Content</b></p> <p>3 Report focuses on a single, significant observable event.            2 Report focuses on a series of unrelated observable events.            1 Report focuses on a hearsay account of an event.</p>
	<p><b>Response</b></p> <p>3 Report evidences a personal, intimate connection with the event.            2 Report evidences a distant connection with the event.            1 Report evidences only an objective view of the event.</p>
	<p><b>Organization</b></p> <p>3 Report displays strong chronological order.            2 Report displays adequate chronological order.            1 Report displays no discernible chronological order.</p>
	<p><b>Details</b></p> <p>3 Report includes abundant, accurate details, engaging the reader's five senses.            2 Report includes sufficient, valid details, engaging some of the reader's five senses.            1 Report includes inadequate and/or inaccurate details, engaging one, two, or none of the reader's five senses.</p>
_____	<b>MESSAGE SCORE</b>

MECHANICS	
	<p><b>Grammar/Usage</b></p> <p>3 Writer demonstrates a command of grade-level grammar skills, including agreement, verb usage, pronoun usage, and sentence structure.            2 Writer demonstrates a basic knowledge of grade-level grammar skills, including agreement, verb usage, pronoun usage, and sentence structure.            1 Writer demonstrates little or no knowledge of grade-level grammar skills.</p>
	<p><b>Spelling</b></p> <p>3 Writer uses and spells words above grade level.            2 Writer spells words on grade level.            1 Writer misspells grade-level words.</p>
	<p><b>Capitalization/Punctuation</b></p> <p>3 Writer demonstrates a command of grade-level capitalization and punctuation.            2 Writer demonstrates an understanding of grade-level capitalization and punctuation.            1 Writer misuses grade-level capitalization and/or punctuation.</p>
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A 19-21

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Overall, this writing . . .

# RUBRICS

## CHAPTER 7 RUBRIC

### ORAL ANECDOTE

7

MESSAGE	
	<p><b>Universality</b></p> <p>3 Anecdote contains allusions and common experiences that clearly demonstrate universality.                      2 Anecdote contains allusions and common experiences that are appropriate.                      1 Anecdote does not contain allusions and common experiences, or they do not demonstrate universality.</p>
	<p><b>Tone</b></p> <p>3 Anecdote uses a conversational tone.                      2 Anecdote uses a mixture of conversational and formal tone.                      1 Anecdote uses a formal tone.</p>
	<p><b>Style</b></p> <p>3 Anecdote has an attention-getting opening and a dramatic ending.                      2 Anecdote has an appropriate opening and ending.                      1 Anecdote has a weak opening and a nondramatic ending.</p>
	<p><b>Details</b></p> <p>3 Anecdote includes abundant, accurate details.                      2 Anecdote includes sufficient, valid details.                      1 Anecdote includes inadequate and/or inaccurate details.</p>
_____	<b>MESSAGE SCORE</b>

MECHANICS	
	<p><b>Grammar/Usage</b></p> <p>3 Writer demonstrates a command of grade-level grammar skills, including agreement, verb usage, pronoun usage, and sentence structure.                      2 Writer demonstrates a basic knowledge of grade-level grammar skills, including agreement, verb usage, pronoun usage, and sentence structure.                      1 Writer demonstrates little or no knowledge of grade-level grammar skills.</p>
	<p><b>Spelling</b></p> <p>3 Writer uses and spells words above grade level.                      2 Writer spells words on grade level.                      1 Writer misspells grade-level words.</p>
	<p><b>Capitalization/Punctuation</b></p> <p>3 Writer demonstrates a command of grade-level capitalization and punctuation.                      2 Writer demonstrates an understanding of grade-level capitalization and punctuation.                      1 Writer misuses grade-level capitalization and/or punctuation.</p>
_____	<b>MECHANICS SCORE</b>
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A 19-21

B 16-18

C 13-15

D 10-12

F 7-9

Overall, this writing . . .

# RUBRICS

## CHAPTER 8 RUBRIC

### WEBPAGE DESIGN



MESSAGE	
	<p><b>Purpose</b></p> <p>3 Webpage clearly has a specifically chosen audience, topic, and form.                      2 Webpage contains some evidence of a specifically chosen audience, topic, and form.                      1 Webpage contains little or no evidence of a specifically chosen audience, topic, and/or form.</p>
	<p><b>Organization</b></p> <p>3 Webpage displays good organization.                      2 Webpage displays some organization.                      1 Webpage displays only mediocre organization.</p>
	<p><b>Delivery</b></p> <p>3 Webpage demonstrates effective writing.                      2 Webpage demonstrates adequate writing.                      1 Webpage demonstrates inadequate writing.</p>
	<p><b>Appearance</b></p> <p>3 Webpage uses good choices of color and graphics.                      2 Webpage uses acceptable choices of color and graphics.                      1 Webpage uses poor choices of color and graphics.</p>
_____	<b>MESSAGE SCORE</b>

MECHANICS	
	<p><b>Grammar/Usage</b></p> <p>3 Writer demonstrates a command of grade-level grammar skills, including agreement, verb usage, pronoun usage, and sentence structure.                      2 Writer demonstrates a basic knowledge of grade-level grammar skills, including agreement, verb usage, pronoun usage, and sentence structure.                      1 Writer demonstrates little or no knowledge of grade-level grammar skills.</p>
	<p><b>Spelling</b></p> <p>3 Writer uses and spells words above grade level.                      2 Writer spells words on grade level.                      1 Writer misspells grade-level words.</p>
	<p><b>Capitalization/Punctuation</b></p> <p>3 Writer demonstrates a command of grade-level capitalization and punctuation.                      2 Writer demonstrates an understanding of grade-level capitalization and punctuation.                      1 Writer misuses grade-level capitalization and/or punctuation.</p>
_____	<b>MECHANICS SCORE</b>
_____	<b>TOTAL SCORE (Message plus Mechanics)</b>

A 19-21      B 16-18      C 13-15      D 10-12      F 7-9

Overall, this writing . . .

# RUBRICS

## CHAPTER 9 RUBRIC



### SHORT STORY

MESSAGE	
	<p><b>Elements</b></p> <p>3 Story demonstrates excellent development of the six story elements.                      2 Story demonstrates some development of the six story elements.                      1 Story demonstrates little or no development of the six story elements.</p>
	<p><b>Content</b></p> <p>3 Story contains excellent use of dialogue and/or figurative language.                      2 Story contains some use of dialogue and/or figurative language.                      1 Story contains little or no use of dialogue and/or figurative language.</p>
	<p><b>Style (showing v. telling)</b></p> <p>3 Story contains many details showing the characters' emotions and motives.                      2 Story contains some details showing the characters' emotions and motives.                      1 Story contains few if any details showing the characters' emotions and motives.</p>
	<p><b>Vocabulary</b></p> <p>3 Story has vocabulary that is exact, colorful, and appropriate.                      2 Story has vocabulary that is appropriate.                      1 Story has vocabulary that is vague.</p>
_____	<b>MESSAGE SCORE</b>

MECHANICS	
	<p><b>Grammar/Usage</b></p> <p>3 Writer demonstrates a command of grade-level grammar skills, including agreement, verb usage, pronoun usage, and sentence structure.                      2 Writer demonstrates a basic knowledge of grade-level grammar skills, including agreement, verb usage, pronoun usage, and sentence structure.                      1 Writer demonstrates little or no knowledge of grade-level grammar skills.</p>
	<p><b>Spelling</b></p> <p>3 Writer uses and spells words above grade level.                      2 Writer spells words on grade level.                      1 Writer misspells grade-level words.</p>
	<p><b>Capitalization/Punctuation</b></p> <p>3 Writer demonstrates a command of grade-level capitalization and punctuation.                      2 Writer demonstrates an understanding of grade-level capitalization and punctuation.                      1 Writer misuses grade-level capitalization and/or punctuation.</p>
_____	<b>MECHANICS SCORE</b>
_____	<b>TOTAL SCORE (Message plus Mechanics)</b>

A 19-21

B 16-18

C 13-15

D 10-12

F 7-9

Overall, this writing . . .

# RUBRICS

## CHAPTER 10 RUBRIC

### RESEARCH ESSAY

10

MESSAGE	
	<p><b>Introduction</b></p> <p>3 Introduction contains interesting remarks about the topic, leading to a clear and concise thesis statement.</p> <p>2 Introduction contains some general remarks about the topic and contains a thesis statement.</p> <p>1 Introduction contains random remarks about the topic and contains no discernible thesis statement.</p>
	<p><b>Body of Essay</b></p> <p>3 Essay development shows a logical arrangement of ideas as well as effective support.</p> <p>2 Essay development shows a good arrangement of ideas with some support.</p> <p>1 Essay development shows little or no effective arrangement of ideas and/or little or no support.</p>
	<p><b>Conclusion</b></p> <p>3 Conclusion contains a restatement of the thesis and comments that are of interest or are important to the reader.</p> <p>2 Conclusion contains a general reference to the thesis along with general sentences related to the topic.</p> <p>1 Conclusion contains little or no reference to the thesis along with random comments.</p>
	<p><b>Research</b></p> <p>3 Essay contains abundant information from research and demonstrates accurate citations of sources.</p> <p>2 Essay contains some information from research and demonstrates accurate citations of sources.</p> <p>1 Essay contains little or no information from research and/or contains incorrect or incomplete citations of sources.</p>
_____	<b>MESSAGE SCORE</b>

MECHANICS	
	<p><b>Works Cited Page</b></p> <p>3 Writer demonstrates a command of correct and complete format.</p> <p>2 Writer demonstrates a basic knowledge of correct format.</p> <p>1 Writer demonstrates little or no knowledge of correct format.</p>
	<p><b>Grammar/Usage</b></p> <p>3 Writer demonstrates a command of grade-level grammar skills, including agreement, verb usage, pronoun usage, and sentence structure.</p> <p>2 Writer demonstrates a basic knowledge of grade-level grammar skills, including agreement, verb usage, pronoun usage, and sentence structure.</p> <p>1 Writer demonstrates little or no knowledge of grade-level grammar skills.</p>
	<p><b>Spelling</b></p> <p>3 Writer uses and spells words above grade level.</p> <p>2 Writer spells words on grade level.</p> <p>1 Writer misspells grade-level words.</p>
	<p><b>Capitalization/Punctuation</b></p> <p>3 Writer demonstrates a command of grade-level capitalization and punctuation.</p> <p>2 Writer demonstrates an understanding of grade-level capitalization and punctuation.</p> <p>1 Writer misuses grade-level capitalization and/or punctuation.</p>
_____	<b>MECHANICS SCORE</b>
_____	<b>TOTAL SCORE (Message plus Mechanics)</b>

A 21-24

B 18-20

C 15-17

D 12-14

F 8-11

Overall, this writing . . .

# RUBRICS

## CHAPTER 11 RUBRIC

### COORDINATION AND SUBORDINATION

11

MESSAGE	
	<p><b>Purpose</b></p> <p>3 Writing has a clear sense of audience.                      2 Writing has an unclear sense of audience.                      1 Writing has no sense of audience.</p>
	<p><b>Vocabulary</b></p> <p>3 Writing uses appropriate terminology.                      2 Writing uses acceptable terminology.                      1 Writing uses unacceptable terminology.</p>
	<p><b>Content</b></p> <p>3 Writing provides accurate and abundant details.                      2 Writing provides sufficient details.                      1 Writing provides few if any details.</p>
	<p><b>Balance</b></p> <p>3 Writing demonstrates an effective balance between coordination and subordination.                      2 Writing demonstrates an acceptable amount of both coordination and subordination.                      1 Writing fails to demonstrate an acceptable amount of coordination and subordination.</p>
_____	<b>MESSAGE SCORE</b>

MECHANICS	
	<p><b>Grammar/Usage</b></p> <p>3 Writer demonstrates a command of grade-level grammar skills, including agreement, verb usage, pronoun usage, and sentence structure.                      2 Writer demonstrates a basic knowledge of grade-level grammar skills, including agreement, verb usage, pronoun usage, and sentence structure.                      1 Writer demonstrates little or no knowledge of grade-level grammar skills.</p>
	<p><b>Spelling</b></p> <p>3 Writer uses and spells words above grade level.                      2 Writer spells words on grade level.                      1 Writer misspells grade-level words.</p>
	<p><b>Capitalization/Punctuation</b></p> <p>3 Writer demonstrates a command of grade-level capitalization and punctuation.                      2 Writer demonstrates an understanding of grade-level capitalization and punctuation.                      1 Writer misuses grade-level capitalization and/or punctuation.</p>
_____	<b>MECHANICS SCORE</b>
_____	<b>TOTAL SCORE (Message plus Mechanics)</b>

A 19-21

B 16-18

C 13-15

D 10-12

F 7-9

Overall, this writing . . .

# RUBRICS

## CHAPTER 12 RUBRIC

### PERSUASIVE SPEECH

12

MESSAGE	
	<p><b>Introduction and Conclusion</b></p> <p>3 Speech contains an interesting introduction and a powerful conclusion.                      2 Speech contains an introduction and a conclusion.                      1 Speech contains no clear introduction and/or conclusion.</p>
	<p><b>Logic</b></p> <p>3 Speech provides specific evidence and contains no fallacies in reasoning.                      2 Speech provides some evidence and contains few fallacies in reasoning.                      1 Speech provides little or no evidence and contains significant fallacies in reasoning.</p>
	<p><b>Presentation</b></p> <p>3 Speech is presented with confidence and appeal.                      2 Speech is presented adequately.                      1 Speech is presented poorly.</p>
	<p><b>Language</b></p> <p>3 Speech uses language that is appropriate for the topic and the audience.                      2 Speech uses language that is sometimes acceptable for the topic and the audience.                      1 Speech uses language that is unacceptable for the topic and the audience.</p>
_____	<b>MESSAGE SCORE</b>

MECHANICS	
	<p><b>Grammar/Usage</b></p> <p>3 Writer demonstrates a command of grade-level grammar skills, including agreement, verb usage, pronoun usage, and sentence structure.                      2 Writer demonstrates a basic knowledge of grade-level grammar skills, including agreement, verb usage, pronoun usage, and sentence structure.                      1 Writer demonstrates little or no knowledge of grade-level grammar skills.</p>
	<p><b>Spelling</b></p> <p>3 Writer uses and spells words above grade level.                      2 Writer spells words on grade level.                      1 Writer misspells grade-level words.</p>
	<p><b>Capitalization/Punctuation</b></p> <p>3 Writer demonstrates a command of grade-level capitalization and punctuation.                      2 Writer demonstrates an understanding of grade-level capitalization and punctuation.                      1 Writer misuses grade-level capitalization and/or punctuation.</p>
_____	<b>MECHANICS SCORE</b>
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A 19-21

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D 10-12

F 7-9

Overall, this writing . . .

# RUBRICS

## CHAPTER 13 RUBRIC

### EDITORIAL

13

	MESSAGE
	<p><b>Purpose</b></p> <p>3 Editorial has a specific main point and exhibits predetermined organization.            2 Editorial has a general main point and exhibits some organization.            1 Editorial has no clear main point and exhibits little or no organization.</p>
	<p><b>Persuasion</b></p> <p>3 Editorial contains specific reasons in support of the main point.            2 Editorial contains generalities in support of a general idea.            1 Editorial contains little or no support for the topic.</p>
	<p><b>Appeal</b></p> <p>3 Editorial targets a specific audience.            2 Editorial has a general audience.            1 Editorial has little or no sense of audience.</p>
	<p><b>Tone</b></p> <p>3 Editorial uses a friendly tone.            2 Editorial exhibits an uncertain tone.            1 Editorial exhibits an argumentative tone.</p>
_____	<b>MESSAGE SCORE</b>

	MECHANICS
	<p><b>Grammar/Usage</b></p> <p>3 Writer demonstrates a command of grade-level grammar skills, including agreement, verb usage, pronoun usage, and sentence structure.            2 Writer demonstrates a basic knowledge of grade-level grammar skills, including agreement, verb usage, pronoun usage, and sentence structure.            1 Writer demonstrates little or no knowledge of grade-level grammar skills.</p>
	<p><b>Spelling</b></p> <p>3 Writer uses and spells words above grade level.            2 Writer spells words on grade level.            1 Writer misspells grade-level words.</p>
	<p><b>Capitalization/Punctuation</b></p> <p>3 Writer demonstrates a command of grade-level capitalization and punctuation.            2 Writer demonstrates an understanding of grade-level capitalization and punctuation.            1 Writer misuses grade-level capitalization and/or punctuation.</p>
_____	<b>MECHANICS SCORE</b>
_____	<b>TOTAL SCORE (Message plus Mechanics)</b>

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A 19-21

B 16-18

C 13-15

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F 7-9

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# RUBRICS

## CHAPTER 14 RUBRIC

### JOURNAL WRITING

14

MESSAGE	
	<p><b>Tone</b></p> <p>3 Entries demonstrate an informal, conversational tone.            2 Entries demonstrate an acceptable tone.            1 Entries demonstrate little or no sense of proper journalistic tone.</p>
	<p><b>Content</b></p> <p>3 Entries contain personal feelings/thoughts or real-life events.            2 Entries contain some personal thoughts or ideas.            1 Entries contain random ideas with little if any personal thought.</p>
	<p><b>Details</b></p> <p>3 Entries contain several specific details.            2 Entries contain general ideas with some details.            1 Entries contain few if any details.</p>
_____	<b>MESSAGE SCORE</b>

MECHANICS	
	<p><b>Grammar/Usage</b></p> <p>3 Writer demonstrates a command of grade-level grammar skills, including agreement, verb usage, pronoun usage, and sentence structure.            2 Writer demonstrates a basic knowledge of grade-level grammar skills, including agreement, verb usage, pronoun usage, and sentence structure.            1 Writer demonstrates little or no knowledge of grade-level grammar skills.</p>
	<p><b>Spelling</b></p> <p>3 Writer uses and spells words above grade level.            2 Writer spells words on grade level.            1 Writer misspells grade-level words.</p>
	<p><b>Capitalization/Punctuation</b></p> <p>3 Writer demonstrates a command of grade-level capitalization and punctuation.            2 Writer demonstrates an understanding of grade-level capitalization and punctuation.            1 Writer misuses grade-level capitalization and/or punctuation.</p>
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_____	<b>TOTAL SCORE (Message plus Mechanics)</b>

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A 16-18

B 14-15

C 12-13

D 10-11

F 6-9

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