­­­­­ **Taking the “*Write”* Turn**

**Brooks DeBartolo Collegiate HS Writing Rubric**

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|  | **1** | **2** | **3** | **4** | **5** | **6** | **C:\Users\tbowman\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\COF1S1QD\MM900185588[2].gif4** |
| **F****O****C****U****S** | The writing addresses the topic but may lose focus by including extraneous or loosely related ideas | The writing addresses the topic but may lose focus by including extraneous or loosely related ideas | The writing is focused but may contain ideas that are loosely connected to the topic | **The writing is focused on the topic and includes few, if any, loosely related ideas.** | **The writing is focused on the topic.** | **The writing is focused, PURPOSEFUL, and REFLECTS INSIGHT into the writing situation.** | \*On topic? \*Focused? \*Clear declaration/claim?\*Relevant reasons/support?\*Purposeful? **\*Reflects insight?**\*No unrelated information?\*Restates topic or key words in each paragraph?**\*Connection between paragraphs?** |
| **O****R****G****A****N****I****Z****A****T****I****O****N** | The response may have an organizational pattern, but it may lack a sense of completeness or closure. | The organizational pattern usually includes a beginning, middle, and ending, but these elements may be brief | An organizational pattern is demonstrated, but the response may lack a logical progression of ideas. | **An organizational** **pattern is apparent, and it is strengthened by the use of transitional devices.** | **Its organizational pattern provides for a logical progression** **of ideas. Effective use of transitional devices contributes to a sense of completeness.** | **The organizational pattern provides for a logical progression of ideas. EFFECTIVE USE OF TRANSITIONAL DEVICES contributes to a sense of completeness.** | \*Pattern of organization?**\*Mature transitions?--** **\*Beginning of ¶? \*Within¶? \*End of ¶?**\*Topic sentences?\*Concluding sentences? \*Logical progression of ideas?\*Sense of completeness/wholeness?\*Reasons not merely “listed”? |
| **S****U****P****P****O****R****T** | There is little, if any, development of the supporting ideas, and the support may consist of generalizations or fragmentary lists. Limited or inappropriate word choice may obscure meaning | The development of the support may be erratic and nonspecific, and ideas may be repeated. Word choice may be limited, predictable, or vague. | Development of support may be uneven. Word choice is adequate. | **The support is consistently developed, but it may lack specificity. WORD CHOICE IS ADEQUATE.** | **The support is developed through AMPLE use of SPECIFIC DETAILS AND EXAMPLES. The writing DEMONSTRATES A MATURE COMMAND OF LANGUAGE.** | **The development of the support is SUBSTANTIAL, SPECIFIC, RELEVANT, and CONCRETE. The writer shows commitment to and involvement with the subject and may USE CREATIVE WRITING STRATEGIES. The writing demonstrates a mature command of language with FRESHNESS OF EXPRESSION.** | SUPPORT:\*Substantial? \*Ample?\*Adequate? \*Evenly developed?\*Declaration/Claim – explain why it is controversial?\*Relevant, strong, clear, accurate reasons/premises/support? \* Discuss reasons against claim & explain why it is valid?\*Mature Command of Language?\*Active, vivid verbs?**\*Diction/Word choice varied, strong, and vivid – yet natural**?\*Academic Lang –ex: no contractions?**\* ☺ -Face Tricks??** \*Figurative Language? **\*Specific Details for Effect?** **\*Repetition for Effect? Tricolon?** \*Humor?  \*Hyphenated Modifiers? \*Full-Circle Ending?/New Insight**\*Examples/Anecdotes/Scenarios?** |
| **C****O****N****V****E****N****T****I****O****N****S** | Frequent and blatant errors may occur in the basic conventions of sentence structure, mechanics, usage, and punctuation, and commonly used words may be misspelled. | Errors may occur in the basic conventions of sentence structure, mechanics, usage, and punctuation, but commonly used words are usually spelled correctly. | Some variation in sentence structure is demonstrated. The response generally follows the conventions of mechanics, usage, punctuation, and spelling. | **Variation in sentence structure is demonstrated. The response generally follows the conventions of mechanics, usage, punctuation, and spelling.** | **There is variation in sentence structure. The response generally follows the conventions of mechanics,** **usage, punctuation, and spelling.** | **SENTENCE STRUCTURE IS VARIED, and few, if any, convention errors occur in mechanics, usage, punctuation, and spelling.** | \***Varied syntax?****\*Sentence Composing Tools?****\*Polysyndeton? Asyndeton?**\*Complete sentences?\*All sentences make complete sense?\*No awkward sentences?\*Fragments used purposefully?\*Few if any errors? \*Spelling \*Usage \*Mechanics \*Punctuation |
| **S****T****Y****L****E** |  |  |  |  |  |  | \***Grabber/Hook? \*Zinger?** **\*Flair?** \*Pizzazz? \*Voice? \*Not formulaic?\*I show I care about the topic? |
| **TOTAL** **SCORE** |  |  |  |  |  |  |  |

*(Based on Florida Department of Education - FCAT Writing Rubric-Grade 10 – 2003)*

 **Persuasive Essay: Reflection Questions**

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| 1. Which of the individual claims in your essay is the strongest? Why?
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| 1. Which of the individual claims in your essay is the weakest? Why?
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| 1. What literary devices and/or Smiley-Face tricks did you employ? How effective were they? Why/how?
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| 1. What kind of *grabber* and *zinger* did you employ to entice your audience and leave them with a lasting impression? Why did you choose the type of *grabber* and *zinger* that you did?
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| 1. What was most difficult about writing this essay?
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| 1. Did you vary your syntax? Which Sentence Composing Tools did you use? How are they effective?
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| 1. What kind of feedback would be most beneficial to you?
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