­­­­­ **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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