

Name: _____

Date: _____

Topic: _____

Salem High School Timed Writing Rubric

	5	4	3	2	1	Weighted Value	Points Earned
IDEAS <ul style="list-style-type: none"> • Controlling idea • Supporting ideas • Use of details • Awareness of purpose • Sense of completeness 	The essay is fully focused on an insightful and interesting main idea. It contains a wealth and variety of evidence that convincingly supports the central idea.	The essay is consistently focused on a reasonable central idea and contains ample ideas and examples for effective support of that idea.	The essay is sufficiently focused on a plausible central idea. It contains some evidence to support the idea but may include ideas and examples that are not as apt.	The essay is minimally focused, and the central idea is vague. The provided examples are general, and ideas are inadequately developed.	The essay shows little or no focus and the ideas are unclear, irrelevant, or repetitive. The response may be incomplete or too brief.	40%	
ORGANIZATION <ul style="list-style-type: none"> • Introduction/body/conclusion • Sequence of ideas • Grouping of ideas • Effective transitions • Awareness of purpose 	The organization of ideas supports the writer's focus and purpose. Ideas are grouped in a logical manner. Effective and varied transitions are used.	The organization is appropriate for focus and purpose, and the sequencing of ideas is logical. Varied transitions are used.	The organization is generally appropriate for focus and purpose, and the ideas are clearly sequenced but may be repetitive. Some transitions are used.	The organization is formulaic or inappropriate. The response may lack a clear introduction or conclusion. Transitions are rare.	The essay shows little evidence of organization or sequencing. Transitions are not used. The response may be incomplete or too brief.	20%	
STYLE <ul style="list-style-type: none"> • Sentence variety • Word choice • Audience awareness • Personal voice 	The writer utilizes carefully crafted sentences to create a sustained tone and a distinct voice. Word choice reflects an advanced vocabulary. Writer inventively appeals to audience.	The language and tone of the essay enhance the purpose. Word choice is appropriate. Sentences are varied. Writer directly appeals to audience.	The language and tone are appropriate. Word choice is adequate, but may be simple or ordinary. Some sentence variety is evident. Writer reveals some awareness of audience.	The language and tone are uneven. Word choice is simple, ordinary, or repetitive. There is minimal variation in sentence length and structure. Writer does not consider audience.	The language and tone are inappropriate. Word choice is incorrect or confusing. Writer neglects or offends audience. The response may be incomplete or too brief.	20%	
CONVENTIONS <ul style="list-style-type: none"> • Sentence formation • Subject-verb agreement • Standard word forms • Punctuation, spelling, and capitalization 	The writer demonstrates full command of the conventions of written English language. No errors are evident.	The writer demonstrates knowledge of the conventions of written English. Errors are minor and do not interfere with meaning.	The writer demonstrates sufficient control of the conventions of written English. Errors are noticeable, but they do not interfere with the general meaning.	The writer demonstrates minimal control of the conventions of written English. Errors are frequent and interfere with meaning.	The writer lacks understanding of the conventions of written English. Errors are pervasive. The response may be incomplete or too brief.	20%	

TOTAL POINTS _____