

Wauwatosa School District Writing Rubric

6.

- Addresses the topic with a defined focus.
- Addresses a clear and specific audience consistently.
- Uses fully developed, relevant and insightful examples.
- Organizes information to convey content in a sophisticated way.
- Has an individual voice which is compelling and engaging.
- Uses highly effective sentence structure.
- Uses tone and diction skillfully.
- Demonstrates an effective use of standard writing conventions and may manipulate them for stylistic effect. *

5.

- Addresses the topic with a defined focus.
- Addresses a clear and specific audience.
- Uses well developed relevant and appropriate examples.
- Organizes information to convey content in a logical way with effective use of transitions.
- Has an engaging and/or convincing voice which shows that the writer clearly cares or feels strongly about the subject.
- Uses a variety of sentence structures.
- Uses appropriate tone and diction.
- Demonstrates an effective use of standard writing conventions. *

4.

- Addresses the topic with focus.
- Shows an awareness of audience.
- Uses adequate, relevant and appropriate examples.
- Uses clear organization with transitions.
- Has a sincere but not fully engaged voice; is earnest, pleasant, yet safe.
- Uses some sentence variety.
- Shows a sense of appropriate tone and diction.
- Demonstrates an adequate use of standard writing conventions. *

3.

- Is generally responsive to topic.
- Shows little awareness of audience.
- Contains some examples, but with insufficient or inaccurate details.
- Has some sense of organization and few transitions.
- Has little or no voice; has little interest or involvement with the subject.
- Uses little sentence variety.
- Shows little sense of tone and diction.
- Shows basic control of standard writing conventions. *

2.

- Strays from the topic.
- Shows no awareness of audience.
- Uses few examples, which are vague and sometimes irrelevant.
- Has little sense of organization and uses weak transitions.
- Lacks voice; is indifferent, uninvolved or distant from the subject.
- Displays no sentence variety.
- Writes with no sense of tone and diction.
- Shows frequent errors in the use of standard writing conventions. *

1. Pre-entry

- Pays little attention to the topic.
- Has irrelevant and undeveloped examples and is confusing.
- Has random organization and no transitions.
- Displays pervasive errors in the use of standard writing conventions. *

* i.e. spelling, grammar, usage, paragraphing, capitalization, title and page numbers