

REEP Writing Rubric (Revised 2002)

R	CONTENT/VOCABULARY	ORGANIZATION & DEVELOPMENT	STRUCTURE	MECHANICS	VOICE
0	<ul style="list-style-type: none"> no writing no comprehensible information 	<ul style="list-style-type: none"> no writing no comprehensible information 	<ul style="list-style-type: none"> no writing no comprehensible information 	<ul style="list-style-type: none"> no writing no comprehensible information 	<ul style="list-style-type: none"> no writing no comprehensible information
1	<ul style="list-style-type: none"> little comprehensible information may not address question limited word choice, repetitious 	<ul style="list-style-type: none"> weak, incoherent 	<ul style="list-style-type: none"> serious and frequent grammatical errors mostly fragments 2-3 phrases/simple patterned sentences 	<ul style="list-style-type: none"> lack of mechanics handwriting and/or spelling obscure meaning 	<ul style="list-style-type: none"> not evident
2	<ul style="list-style-type: none"> addresses part of the task (some but little substance) or copies from the model irrelevant information frequent vocabulary errors of function, choice, & usage with meaning obscured 	<ul style="list-style-type: none"> thought pattern can be difficult to follow, ideas not connected, not logical 	<ul style="list-style-type: none"> frequent grammatical errors meaning obscured sentence structure repetitive (or copies from model) 	<ul style="list-style-type: none"> frequent errors inconsistent use of punctuation spelling may distract from meaning invented spelling 	<ul style="list-style-type: none"> addresses audience
3	<ul style="list-style-type: none"> addresses at least part of the with some substance limited vocabulary choice occasional vocabulary errors but meaning not obscured 	<ul style="list-style-type: none"> limited in appropriate details- insufficient amount of detail or irrelevant information trouble sequencing may indicate paragraphing 	<ul style="list-style-type: none"> restricted to basic structural patterns (<i>simple present, subject-verb</i>), has some errors correct usage of adverbials (<i>because clause</i>) and conjunctions (<i>and/or/but</i>) goes outside of model 	<ul style="list-style-type: none"> some punctuation and capitalization though frequent errors occasional spelling errors that distract from meaning 	<ul style="list-style-type: none"> emerging voice some engagement some personalization
4	<ul style="list-style-type: none"> addresses the task at some length begins to vary vocabulary choice occasional vocabulary errors but meaning not obscured 	<ul style="list-style-type: none"> uses details for support or illustration (reasons, contrasts), but development of ideas is inconsistent. Some ideas may be well developed while others are weak. indicates paragraphs 	<ul style="list-style-type: none"> has some control of basic structures (<i>simple present/ simple past</i>) attempts compound sentences (e.g. with <i>and, or, but, so</i>) some complex sentences (e.g. with <i>when, after, before, while, because, if</i>) errors occasionally distract from meaning 	<ul style="list-style-type: none"> uses periods and capitals with some errors may use commas with compound and complex sentences mostly conventional spelling 	<ul style="list-style-type: none"> shows some sense of purpose some engagement more personalized, may provide opinions and explanations
5	<ul style="list-style-type: none"> effectively addresses the task extensive amount of information varied vocabulary choice and usage although may have some errors 	<ul style="list-style-type: none"> can write a paragraph with main idea and supporting details attempts more than one paragraph and may exhibit rudimentary essay structure (into, body, conclusion) 	<ul style="list-style-type: none"> attempts a variety of structural patterns some errors uses correct verb tenses makes errors in complex structures (<i>passive, conditional, present perfect</i>) 	<ul style="list-style-type: none"> uses periods, commas, and capitals most conventional spelling 	<ul style="list-style-type: none"> authoritative, persuasive, interesting emerging personal style
6	<ul style="list-style-type: none"> effectively addresses the task substantive amount of information varied and effective vocabulary choice and usage 	<ul style="list-style-type: none"> multi-paragraph with clear introduction, development of ideas, and conclusions ideas are connected (sequentially & logically) appropriate supporting details 	<ul style="list-style-type: none"> syntactic variety well-formed sentences few or no grammatical errors (<i>verb tense markers, comparative and/or superlative</i>) 	<ul style="list-style-type: none"> appropriate mechanical and spelling conventions 	<ul style="list-style-type: none"> authoritative strongly reflects the writer's intellectual involvement personal style is evident