<u>Instructional Writing Rubric:</u>   Name: _____

	Emerging	Developing	Applying	Extending
Meaning -ideas and information -use of detail	-little purpose -inaccurate information -details are irrelevant	-some purpose -generally accurate -limited detail – some detail irrelevant or copied	-there is a clear purpose -generally accurate -no missed steps -written in your own words - Some examples given	-fully developed purpose -information is accurate -**specific** examples make writing clear
Student Assessment				
Teacher Assessment				
Style (use of verbs) -clarity, variety, and impact of language	-simple language -sentences do not make sense **-verbs repeat repetitively**	-simple language used **-few verbs used**	-Language is clear with some variety -Uses a variety of sentence length **-a variety of verbs used**	-language is specific to help readers visualize **-sentences flow smoothly** **-uses a variety of "juicy" verbs**
Student Assessment				
Teacher Assessment				
Format -organization, format -graphics, visual features	-no titles, headings -information presented in a list, not a paragraph **-pictures are random** and don't help with understanding	-has title and headings -organized with some common sense -some labels and diagrams to help with understanding	-There is a heading and/or title -Writing is organized into steps **-Images included are useful**	-clear titles and headings -steps are well organized and concrete **-diagrams and visuals help with understanding**
Student Assessment				
Teacher Assessment				
Convention -complete sentences -spelling -capitals -punctuation, grammar	-repeated errors **-no effort made** to proofread	-some errors -errors affect readers' ability to understand work	-few errors in basic sentence structure -few spelling errors -few punctuation errors **-errors don't affect the meaning of the work**	-no errors
Student Assessment				
Teacher Assessment				

In my work, I <u>did well</u> in:

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In my work, I can <u>improve</u> in:

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