|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Content | Organization | Sentence  Structure | Vocabulary | Conventions | Voice |
| Excellence  4 | • The student’s exploration of the topic is insightful  and/or imaginative.  • The student’s purpose, whether stated or implied, is  deliberate.  • Supporting details are precise and/or original.  • The writing is confident and/or creative and holds the  reader’s interest. | • The introduction is engaging and establishes  a focus that is consistent.  • Events and/or details are developed in order.  • Transitions connect  Events or details within sentences or  between paragraphs.  • Closure is effective and related to the focus. | • Sentence structure is effectively and consistently  controlled.  • Sentence type and sentence length are varied. | • Words and expressions are used accurately and  deliberately.  • Precise words and expressions are used to create  vivid images and/or to enrich details.  • The voice/tone created by the student is convincing. | • The quality of the writing is enhanced because it is  essentially error-free.  • Any errors that are present do not reduce clarity  and/or do not interrupt the flow of the response. | -Strong connection with the reader.  -Shows emotion in writing  -Expressive and engaging |
| Approaching  Excellence  3 | • The student’s exploration of the topic is clear and  logical.  • The student’s purpose, whether stated or implied, is  evident.  • The ideas presented by the student are appropriate  And predictable.  • Supporting details are relevant and generic.  • The writing is straightforward and  occasionally appeals to the reader’s interest. | • The introduction is functional and establishes a focus  that is sustained.  • Events and details are developed in a discernible  order, although  occasionally not coherent.  • Transitions tend to be  mechanical and are generally used to connect events  within sentences and  paragraphs.  • Closure is related to the focus and is artificial. | • Sentence structure is generally controlled, but lapses  may impede meaning.  • Sentence type and sentence length are sometimes  effective and/or varied.  • Some variety of sentence beginnings is evident. | • Words and expressions are generally used  appropriately.  • General words and expressions are used adequately  to clarify meaning.  • The voice/tone created by the student is discernible  but may be inconsistent. | • The quality of the writing is sustained through  generally correct use of conventions.  • Errors occasionally reduce clarity and sometimes  interrupt the flow of the response. | -Commitment to topic  -Inconsistent emotion and attachment to reader. |
| Meet  2 | • The student’s exploration of the topic is simplistic.  • The student’s purpose is  vague.  • The ideas presented by the student are superficial.  • Supporting details are imprecise.  • The writing does not appeal to the reader’s interest. | • The introduction lacks purpose and is not  functional; any focus established provides little  direction and is not sustained.  • The development of events is not  clear.  • Transitions, either explicit or implicit, are lacking connection  between paragraphs.  • Closure is contrived and unrelated to the  focus. | • Sentence structure often lacks control, and this may  impede meaning.  • Sentence type and sentence length are seldom  Effective.  • There is little variety of sentence beginnings. | • Words and expressions are often used inexactly.  •specific words, if present, may be improperly used.  • The voice/tone created by the student is not clearly  established. | • The quality of the writing is weakened by the  frequently incorrect use of conventions.  • Errors blur clarity and/or interrupt the flow of the  response. | -Voice is inappropriate or non-existent.  -Writing seems mechanical.  -No emotional attachment to the reader. |
| Below  1 | • The student’s exploration of the topic is minimal.  • The student’s purpose is  insubstantial.  • The ideas presented by the student are  over generalized and underdeveloped.  • Supporting details are irrelevant.  • The writing is confusing, lacks validity and  does not interest the reader.  . | • The introduction, if present, is  ineffective; any focus established provides no  direction.  • The development of events is  haphazard.  • Transitions, are inappropriately used to connect events  In paragraphs.  • Closure is missing. | • Sentence structure generally lacks control, and this  often impedes meaning.  • There is essentially no variation in sentence type or  sentence length.  • There is essentially no variety of sentence  beginnings. | • Words and expressions are generally used  inaccurately.  • Ineffective words and expressions predominate;  specific words, if present, are frequently misused.  • The voice/tone created by the student is not evident  or is indiscreet. | • The quality of the writing is impaired by the  consistently incorrect use of conventions.  • Errors severely reduce clarity and/or impede the flow of the response. | -Voice is inappropriate or non-existent.  -Writing seems mechanical.  -No emotional attachment to the reader. |

Grade 8 Writing Rubric