

Level 4: Everything in place
 Level 3: Most things in place, some lapses
 Level 2: a few things in place, but not everything
 Level 1: very few things in place

WORD CHOICE

Dichotomous Rubric

Prompt

Are strong, precise words, appropriate vocabulary, and imagery used? Are the word choices made equal to or above grade level?

Yes, the language is strong and clear, with appropriate vocabulary.

Does the writer use a variety of words and phrases, choosing unique and figurative language? Does the overall word choice make sense for the prompt?

Yes, the word choice is varied with creativity and no repetitive language.

Level 4 Paper

No, there is some repetitive language and only some figurative language.

Level 3 Paper

Yes, there's occasional creativity, but little use of figurative language. Limited use of upgraded diction in their paper.

Level 2 Paper

No, the word choice and vocabulary aren't very strong.

Does the writer use a variety of words and phrases, choosing unique and figurative language? Is the language consistent throughout the

No, there isn't any evidence of a variety of words/phrases or figurative language. The writer put little effort in upgrading their diction.

Level 1 Paper

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VOICE

Dichotomous Rubric

Prompt

Is there a strong sense of audience, personal voice, and individual originality?

Yes, there's a strong sense of audience and the writer's personality shines through.

Does the writer's personality, feelings on the topic, and creativity show through in their writing?

Yes, there's a clear voice throughout and the paper was focused and easy to follow.

Level 4 Paper

No, there are lapses in the writer's voice and was difficult to follow at times.

Level 3 Paper

No, there is little evidence of a specific audience or personal voice that show the writer's individual identify.

Does the writer invoke a strong voice, making the paper clear, focused and easy to follow? Does the writer keep a consistent voice through the paper?

Yes, there is an occasional sense of voice, but the paper lost its focus numerous times.

Level 2 Paper

No, there isn't a real voice and the paper was difficult to follow.

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SENTENCE FLUENCY

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Prompt

Does the sentence fluency provide a natural rhythm and do the sentences flow, providing an easily read and understandable paper?

Yes, the sentence fluency provides a comprehensive rhythm that adds to the academic level of the paper.

Does the writer show a strong control over sentence fluency and a variety in sentence structure?

Yes, there is a strong sense of control and creative variety in sentence structure.

Level 4 Paper

No, the control and variety are present, but not constant.

Level 3 Paper

No, the paper doesn't have a clear rhythm or flow, which negatively impacts the paper's readability.

Does the writer's sentence fluency (or lack thereof) make it at all difficult for the reader to follow?

No; while certain parts may be choppy or awkward, the writer's sentence fluency gets his/her point across.

Level 2 Paper

Yes; sentences are choppy and incomplete, making it difficult for the reader to follow.

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ORGANIZATION

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Prompt

Does the writer use clear, strong organization, using effective transitions to maintain a strong, focused message?

Yes, the organization enhances and showcases the central idea or theme and moves the reader smoothly through the text.

Does the paper include appropriate details, smooth transitions, and clear sequencing of events?

Yes, there are strong details, transitions, and sequencing throughout.

Level 4 Paper

No, while present, the details and transitions are not consistently strong.

Level 3 Paper

Yes, however there is a lack of transition words/phrases and ideas seem, at times, disconnected.

Level 2 Paper

No, the paper lacks a clear sense of direction and idea seem strung together in a random fashion.

Does the organizational structure allow the reader to move through the paper without much difficulty?

No, there are no clear details or transitions. Sequencing can be a bit confusing.

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IDEAS

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Prompt

Is there one, solid idea throughout the paper that directly relates to the prompt?

Yes, the writer's ideas are clear and focused in relation to the prompt.

Are the content and selected details well suited to the audience and purpose?

Yes, the writer's abilities to focus on the prompt are clear and consistent throughout.

Level 4 Paper

No, the content and details are at times lacking.

Level 3 Paper

No, the writer's ideas are unfocused and lack a clear connection to the prompt.

Is there any attempt by the writer to directly answer the prompt?

Yes, the writer shows the ability to occasionally issues related to the prompt.

Level 2 Paper

No, the writer's lack of focus negatively affects the paper's readability.

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CONVENTIONS

Dichotomous Rubric

Prompt

Does the writer's use of conventions negatively affect the readability?

No, the writer's use of conventions does not affect the readability. Conventions appear mostly correct.

Does the writer use conventions for a stylistic approach and to guide the reader smoothly through the paper?

Yes, the conventions add to the paper's style and the paper is virtually error free.

Level 4 Paper

No, while the writer has control over basic conventions, there are occasional errors.

Level 3 Paper

Yes, the writer's use of conventions does affect the readability. Obvious errors are apparent.

Does the writer's use of conventions show effort, but a lack of understanding, or rather a lack of effort to write with proper conventions?

The writer attempted to use proper conventions, but shows a possible lack of understanding.

Level 2 Paper

The writer shows a lack of effort towards writing with proper conventions.

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