RAIDER WRITING RUBRIC

SIX TRAITS	BEGINNING	EMERGING	DEVELOPING	CAPABLE	EXPERIENCED
IDEAS	I.1 - Does not reflect a main idea or purpose; includes content that is off topic - Does not convey a main idea or topic - Does not develop or support a main idea - Does not show author's thinking in developing or connecting ideas - Contains no or incorrect evidence from sources; likely plagiarizes support - Does not appear to have the reader in mind	I.2 - Has a main idea that begins to emerge, but author's direction is unclear - Focuses on a general topic but does not suggest a main idea - Attempts to develop or support the main idea with limited, repetitious, faulty, and/or unclear information and/or details - Generalizes about the topic without providing logical connections among ideas, or uses connections that are faulty - Has vague, imprecise, and/or weakly integrated evidence without attribution or acknowledgment of sources; likely plagiarizes at least some support - Shares information but does not anticipate what the reader knows or believes	I.3 - States or implies a main idea, but is unclear, unfocused, inaccurate, and/or underdeveloped - Suggests a main idea, but the direction of the piece is still unclear - Provides incidental support of the main idea with information that lacks specificity and relevance and may be inaccurate; may include some generic details - Includes one or more counterclaims that are acknowledged but not addressed - Begins to develop supporting ideas, some of which lack clarity or obvious logical connection - Has weakly integrated and/or incomplete evidence; contains general attribution or acknowledgment (if any); may appear to include plagiarized support - Attempts to engage reader; however, important questions remain that may cloud the reader's understanding	I.4 - Conveys a clear, focused, and accurate main idea with adequate development and/or support - Has a clear, focused main idea - Develops the main idea with generally accurate and relevant supportive information and/or details - Addresses one or more counterclaims - Presents useful information that helps the reader understand the author's reasoning, logic, or perspective - Provides adequate evidence from sources with proper attribution or acknowledgment - Engages reader in exploring ideas and answers questions critical for understanding	I.5 - Produces a clear, focused, accurate, and complex main idea with convincing development and/or support - Conveys a clear, focused, and substantive main idea - Develops the main idea with specific, relevant, accurate information and/or some vivid details - Addresses and thoroughly examines counterclaims - Presents useful, fresh information or perspective with logical reasoning that clarifies complex ideas
ORGANIZATION	O.1 - Doesn't use identifiable organization; writing lacks a sense of direction or seems random - Has no lead or conclusion - Does not include transitions - Has no evident sequencing of ideas - Has no evident pacing - Leaves the reader struggling to find purpose because of missing text - Has no title or a misleading one	O.2 - Contains mostly ineffective organization with only occasional sections or passages that direct the reader - Contains a lead or conclusion, which is unclear or ineffective - Uses weak transitions sporadically that fail to connect ideas or minimize confusion - Has ineffective sequencing, making it difficult to see how the piece fits together as a whole - Has very uneven pacing that slows when the reader wants to move quickly, and vice versa - Has loose text structure that leaves reader unclear or confused about purpose - Has a title that doesn't match content well	O.3 - Has uneven organization that affects the reader's ability to follow text - Includes a lead that doesn't adequately establish purpose and/ or a conclusion that fails to provide closure, leaving the reader with questions - Uses transitions inappropriately, resulting in weak chunking of paragraphs or ideas - Includes sequencing that fails to showcase ideas or takes over so completely it is formulaic - Appropriately controls pacing in some sections but not in others - Uses text structure that reflects purpose in places, but distracts in others - Includes a title that is formulaic or nondescriptive	O.4 - Has basic organization that moves the reader through the text logically without confusion - Contains a recognizable lead and conclusion but they may be formulaic or obvious - Includes transitions that connect ideas though they may be formulaic or predictable in places; has paragraphs with topic sentences and support - Provides logical and helpful sequencing with ideas placed in an understandable order - Evenly controls pacing in nearly all places - Has text structure that works to communicate purpose but may not enhance understanding - Creates a title that connects to the central theme	O.5 - Reflects smooth and cohesive organization and varied techniques that build smoothly from one idea to the next to create a unified whole - Features a lead that creates anticipation and a conclusion that ties up loose ends with a satisfying sense of closure - Features logical, varied transitions; uses sequence and transition words/phrases effectively; orders paragraphs to support development of ideas - Employs sequencing that moves beyond the obvious, building connections between ideas - Has well-controlled pacing throughout - Includes text structure that supports and clarifies purpose for the reader - Uses a title that reflects content in an unusual or interesting way
VOICE	V.1 - Appears the author is indifferent, uninvolved, or distanced from the topic, purpose, and/or audience - Disengages reader with flat writing; has no content that interacts with the reader in any way - Reveals virtually nothing specific about the author, making this a piece that anyone could have written - Has no evident tone - Has no commitment to topic; contains lifeless writing- Has no discernible voice	V.2 - Relies on simplistic phrases such as "I like it" or "It was fun" to convey any personal quality - Follows a predictable approach with nothing fresh to engage the reader - Offers glimpses of original thinking but is mostly flat, revealing little of the author's perspective- Has a tone that does not support the purpose - Has minimal commitment to topic; does not help the reader feel anything or understand topic better - Uses voice that does not support or is inappropriate for the purpose (e.g., sarcasm, incongruous humor)	V.3 - Has an emerging voice that is not distinct or unique; gives the reader an incomplete impression of the author's relationship to the purpose and topic - Seems aware of the reader, yet writing avoids original insights, preferring safe generalities - Surprises the reader with occasional "aha" moments but shows minimal risk-taking - Conveys a flat, disinterested tone - Shows an emerging commitment to the topic, though the reader is not convinced that the author cares about topic - Has a voice that is starting to support purpose, though it remains mostly weak; may have an inconsistent point of view	V.4 - Portrays the author as sincere, yet not fully engaged or involved; offers a pleasant or even personable voice, though reader is not completely convinced of the author's commitment to the topic - Begins to reach audience and has moments of successful interaction - Surprises, delights, or moves reader in more than one or two places - Includes tone that begins to support and enrich the writing and clarify the message - Presents a commitment to the topic; author's point of view emerges in places but may periodically lapse into vague generalities, detracting from impact - Includes a voice that supports purpose but frequently lacks spark; has consistent point of view	V.5 - Addresses topic, purpose, and audience in a sincere and engaging way that convinces the reader of the author's commitment to the topic - Communicates with reader in an earnest, pleasing, authentic manner - Has moments of insight and risk-taking that strengthen the piece - Uses tone that supports the message and purpose most of the time - Has a clear and focused commitment to the topic; author's enthusiasm is catching - Uses a voice that supports author's purpose and a point of view that enhances the piece

DICTION/DEVICES	D.1 - Uses limited vocabulary; attempts to use words to convey meaning are unsuccessful - Uses vocabulary that is so broad, generic, and/ or inaccurate, it fails to communicate a message - Has vague vocabulary so words convey no clear message - Uses words incorrectly, making message unclear; distracts reader with errors and frequently uses slang and/or texting language that are inappropriate - Misuses parts of speech frequently, confusing reader and clouding the message	D.2 - Has flawed or simplistic vocabulary, resulting in impaired meaning; reader has difficulty understanding the message - Uses vocabulary that is so vague and mundane that the message is limited and unclear (e.g., "good," "bad," "nice") - Uses confusing or misleading vocabulary and includes incorrect usage of even simple words; creates no images - Uses words that are inappropriate (i.e., either too plain or so exaggerated that they impede understanding); includes slang and/or texting language that do not suit purpose - Has limited variety in parts of speech; uses jargon or clichés that detract from the message	D.3 - Has vocabulary that is understandable yet lacks energy and imagination; some interpretation may be needed to understand parts of the piece - Employs vocabulary that is correct in a general sense; includes message that is emerging or can be inferred; uses limited or inaccurate domain- specific vocabulary - Includes very basic vocabulary; uses words that tend to "tell" not "show"; has few images - Chooses words that are functional but limited, conveying only a basic message; occasionally includes slang and/or texting language that are inappropriate - Includes mechanical parts of speech that reflect a lack of craftsmanship; relies on passive verbs, overused nouns, and lack of modifiers that limit the message and make the piece uninteresting	D.4 - Uses vocabulary that is functional and achieves purpose, with some imagery and/or unique word choices; author's meaning is easy to understand and fits audience and text type - Features vocabulary that works to clarify meaning/ purpose and begins to shape a unique piece; has message that's easy to identify; uses accurate domain-specific vocabulary - Features vocabulary comprising familiar words and phrases that communicate clearly but only show a moment or two of sparkle or imagery - Demonstrates willingness to stretch and grow with attempts at creative word choice; shows mastery of appropriate vocabulary for message, purpose, and audience - Uses accurate and occasionally refined parts of speech that are functional and start to shape the message	D.5 - Incorporates precise and appropriate vocabulary; uses imagery and/or figurative language; features writing appropriate to audience, purpose, and text type - Has vocabulary that suits purpose well and clearly communicates message; uses domain-specific vocabulary appropriately to demonstrate author's understanding - Has strong vocabulary that makes it easy to "see" what the author is trying to convey; employs vivid and/or figurative language - Frequently chooses creative, precise words to clarify and enhance meaning - Carefully chooses correct and varied parts of speech to effectively communicate message and clarify and enrich writing
SYNTAX	S.1 - Structures sentences incorrectly so reader has to reread piece several times and still has difficulty reading aloud without pausing or substituting phrases - Has choppy sentence structure that is incomplete, run-on, rambling, or awkward; determining where sentences begin and end is nearly impossible - Has no apparent sentence sense, making it nearly impossible to determine where sentences begin and end; has choppy rhythm; piece cannot be read aloud without author's help, even with practice - Has incomplete sentences that make it hard to determine quality of beginnings or identify type of sentence - Has weak or no transitions that create a jumble of choppy language and/or run-on sentences; uses sentences that muddle the sound of the piece	S.2 - Varies sentences very little; uses even simple sentence structure incorrectly in places, causing reader to stumble when reading aloud - Uses sentence structure that often works, but may be overly simplistic for the purpose - Shows little evidence of sentence sense; requires reader to reconstruct sentences to make them flow correctly; does not invite expressive oral reading - Uses simple sentences (i.e., subject-verb-object) that mostly begin the same way and are monotonous - Incorporates basic transitions (e.g., and, so, but, then, because) that do little to lead the reader through the piece; if used, transitions seem randomly applied	S.3 - Has sentences that are technically correct but not varied, creating sing-song patterns or lulling the reader to sleep; sounds mechanical when read aloud - Uses technically correct sentence structure, yet sentences are frequently not smooth - Uses inconsistent sentence sense; enables reader to read aloud after a few rereadings - Includes sentence beginnings that sometimes vary, but in a predictable way; limits almost all sentences to simple and compound types - Leads reader from sentence to sentence with a few, simple transitional words or phrases, though coherence remains limited	S.4 - Has varied sentences that flow smoothly; tends to be pleasant or businesslike, though may still be mechanical in places; is easy to read aloud - Uses sentence structure that is correct and smooth, but mechanical in places; sentences hang together and are structurally sound - Has evident sentence sense; rhythm is present; most sentences lend themselves to oral reading - Varies sentence beginnings yet many are routine or generic; includes simple, compound, and a few complex sentence types - Holds piece together with varied transitional words or phrases (e.g., either, therefore, although)	S.5 - Incorporates some sentences that are rhythmic and flowing, using a variety of correctly structured sentence types; flows well when read aloud - Has sentence structure that flows well and moves reader fluidly through the piece - Conveys sentence sense that is strong, with frequent rhythmic patterns; uses construction and variety to enhance flow; employs dialogue or fragments effectively; reader can read aloud easily - Has varied and frequently unique sentence beginnings; uses a variety of sentence types (e.g., simple, compound, complex, and compound- complex) to create balance -Moves reader easily through the piece with thoughtful and varied transitional words or phrases
CONVENTIONS	C.1 - Contains errors in conventions that distract the reader, making text unreadable - Has frequent spelling errors, even with common words - Uses missing or incorrect punctuation nearly all the time - Has capitalization that is random, inconsistent, and sometimes nonexistent - Frequently includes noticeable errors in grammar/usage, making writing incomprehensible - Requires extensive editing (i.e., on virtually every line) for meaning and publication; reader must read once to decode, then again for meaning - Does not cite works or basic bibliographic information; if included, is unrecognizable	C.2 - Has many types of convention errors scattered throughout text - Uses phonetic spelling with many errors - May have punctuation present but it is usually incorrect - Applies only the most basic capitalization rules correctly - Has serious grammar/ usage problems of many types that make comprehension difficult - Requires much editing, making publication a time-consuming challenge; meaning is often unclear - Attempts to cite works and include basic bibliographic information, but these are variable or random	C.3 - Handles conventions well at times but, at others, makes errors that distract the reader and impair readability; displays a lack of skill with particular convention(s) through repeated mistakes - Frequently spells simple words incorrectly, although reader can still understand the meaning - Features simple end punctuation (e.g., period, question mark, exclamation point) that is correct, but internal punctuation (e.g., comma, apostrophe, semicolon) is often missing or wrong - Has capitalization that shows frequent errors except for proper nouns and sentence beginnings - Relies heavily on conversational oral language that results in inappropriate grammar/ usage; errors sometimes distract the reader - Still needs too much editing to publish without multiple redrafts, although meaning begins to emerge - Uses citations and basic bibliographic information inconsistently and/or incompletely in placement and format	C.4 - Applies standard grade-level conventions accurately on most occasions - Usually uses correct or reasonably phonetic spelling for common grade-level words; may be inaccurate with more difficult words - Uses correct end punctuation with only minor errors; contains internal punctuation that is usually correct - Uses correct capitalization in most cases - Employs proper grammar/usage fairly consistently; problems are not serious enough to distort meaning or distract the reader - Needs moderate editing to publish; has clear meaning - Usually cites works and uses basic bibliographic information in correct format	C.5 - Shows few errors with only minor editing needed to publish; may stretch, trying more complex tasks in conventions - Correctly spells most common grade-level words and often more difficult words - Has punctuation that is almost always correct and guides reader through the piece - Includes correct capitalization consistently - Includes correct grammar/usage; shows few grammar mistakes and has meaning that is clear - Requires only some minor editing before publishing; has conventions that are more often correct than not; easily communicates meaning - Almost always cites works and uses basic bibliographic information in correct format