

Rubric for Fifth-Grade Textbook: Pocahontas & John Smith

Trait	Beginning	Developing	Competent	Proficient
Ideas & Content	The writing does not make the main idea clear. It includes few or no details. It explores only one or two facets of the topic.	Writing is somewhat focused. It includes only a few details and/or insufficient support. It explores only a few facets of the topic.	Writing is mostly focused and on task, with perhaps some minor tangents. It includes sufficient information and supporting details. It explores some facets of the topic.	The writing stays focused and on task. It provides complete information and more than adequate supporting details. It explores many facets of the topic.
Organization	The writing is missing a clear beginning or ending. The ideas are unclear or out of order. Topic sentences may be absent. Transitions between sentences and paragraphs are weak and/or absent.	The writing is missing a clear beginning and ending. The ideas are difficult to follow. Transitions are weak.	The writing has an introduction, body, and conclusion. It generally progresses in an order that enhances the meaning. It includes transitions between sentences and paragraphs.	The writing has a solid introduction, body, and conclusion. It progresses in an order that enhances the meaning. It includes smooth transitions between sentences and paragraphs.
Style	The vocabulary is limited, and some words may be used incorrectly. The writing shows little fluency. It relies on simple sentences. It is repetitive, predictable, and/or dull.	The vocabulary is predictable and common. The writing is generally fluent, but uses mostly simple sentences. The writing is generally ordinary and predictable.	Vocabulary clearly conveys the writer's meaning. The writing includes varied sentence patterns including complex sentences.	Explanations are detailed and precise, descriptions are rich, and actions are clear and vivid. The writing is fluent and includes varied sentence patterns including complex sentences.
Writing Technique	Problems with grammar and/or mechanics make it difficult to understand what the writer is trying to say.	Some problems with grammar and/or mechanics are present.	One or two minor lapses in grammar and/or mechanics do not interfere with understanding.	Grammar and mechanics are flawless.
Voice	The writer is unable to establish an appropriate tone for a fifth-grade reader.	The writer has trouble establishing an appropriate tone for a fifth-grade reader.	The tone is generally appropriate for a fifth-grade reader.	The tone is appropriate for and appealing to a fifth-grade reader.
Use of researched material/citation	The writer relies too heavily on quoted material or fails to cite material correctly. (A writer who fails to cite at all has committed plagiarism. See Student Guide for the policy on plagiarism.)	The writer changes a few words of a text or paraphrases rather than summarizes researched material. Citation may have a few errors but is generally correct.	Researched material is stated in the writer's own words and is cited clearly.	The writer cites ideas rather than words. All citation is formatted correctly.
Comments				