

**WMS Writing Rubric**

<i>Category</i>	<b>5</b> <i>Full Command</i>	<b>4</b> <i>Consistent Control</i>	<b>3</b> <i>Sufficient Control</i>	<b>2</b> <i>Minimal Control</i>	<b>1</b> <i>Lack of Control</i>
<b>IDEAS</b> -Controlling Ideas/Focus -Supporting Ideas -Relevance of Details -Depth of Development -Sense of Completeness -Awareness of Genre	-Consistent focus on topic & purpose -Fully developed controlling idea -Supporting ideas and elaboration are relevant to topic, genre, and audience -Supporting ideas are fully elaborated with examples and details -Response fully addresses reader concerns and perspectives -Uses genre-appropriate strategies to develop ideas	-Consistent focus on the topic and purpose -Well developed controlling idea -Supporting ideas and collaboration are relevant to topic and genre -Supporting ideas are developed with specific examples and details -Response contains information that addresses reader concerns and perspectives -Response is appropriate to the genre	-Generally consistent focus on the topic and purpose -Developed controlling idea that addresses the topic -Most supporting ideas and collaboration are relevant to the topic and genre -Supporting ideas are developed with some examples and details -Response contains sufficient information to address the topic and some reader concerns and perspectives -Response is generally appropriate to the genre	Limited focus on the topic and purpose -Minimally developed controlling idea that address the topic -Supporting ideas are vague, general, and/or undeveloped -Response lacks sufficient information to provide a sense of completeness and address reader concerns	-Lack of focus on topic and purpose -Lack of controlling idea -Absence of supporting ideas -Development is lacking due to brevity or repetition of ideas -Lacks a sense of completeness and fails to address reader concerns -Majority of details are irrelevant -Response is inappropriate to the genre -Insufficient student writing (due to the brevity or copying the prompt) to determine competence in ideas
<b>ORGANIZATION</b> -Overall Plan -Into/Body/Conclusion -Sequence of Ideas -Grouping of Ideas -Genre Specific Strategies -Transitions	-Organizing strategy is appropriate to the topic and genre. Strategy facilitates communication of ideas -Logical and appropriate sequencing of ideas within paragraphs and across parts of the paper -Introduction engages and sets the stage, and conclusion provides a sense of resolution or closure -Both introduction and conclusion fit the writer's ideas and the purpose of the genre -Related ideas are grouped in a logical manner within paragraphs Uses effective and varied transitional elements to link all elements of the response, parts of the paper, ideas, paragraphs, and sentences. Transitions extend beyond the use of transitional words and phrases	-Overall organization strategy or structure is appropriate to the writer's ideas and purpose of the genre Structure guides the reader through the text -Logical sequencing of ideas across parts of the paper -Introduction sets the stage, and conclusion end the piece of writing without repetition -Logical grouping of ideas within paragraphs -Varied transitions link parts of the paper and link ideas within paragraphs	-Organizational strategy is generally appropriate to the writer's ideas and purpose of the genre -Generally clear sequence of ideas -Introduction is clear and conclusion provides closure -Related ideas generally grouped together within paragraphs -Transitions link parts of the paper	-Organizing strategy is formulaic and/or inappropriate to the assigned genre -Minimal evidence of sequencing -May lack an introduction or a conclusion or include an ineffective introduction or conclusion -Ideas within paragraphs are not arranged in a meaningful order -Limited use of transitions (transitions may be formulaic, ineffective or overused) -Demonstration of completion limited by the brevity of the response	-No evidence of an organizing strategy -Unclear sequence of ideas -Lacks an intro/conclusion -Unrelated ideas included within paragraphs -Lack of transitions or inappropriate transitions -Insufficient writing (due to brevity or copying the prompt) to determine competence in Organization
<b>STYLE</b> -Word Choice -Audience Awareness -Voice -Sentence Variety -Strategies Appropriate to The Genre	-Carefully crafted phrases and sentences create a sustained tone and advance the writer's purpose to the intended audience -Varied, precise, and engaging language that is appropriate to the assigned genre -Word choice reflects an understanding of the denotative and connotative meaning of language -Figurative or technical language may be used for rhetorical effect -Sustained attention to the audience -Evocative or authoritative voice that is sustained throughout the response -An extensive variety of sentence lengths, structures, and beginnings -A variety of genre-appropriate strategies to engage the reader	-Language and tone are consistent with the writer's purpose and appropriate to the genre -Word choice is precise and engaging -Attention to audience in introduction, body, and conclusion -Consistent and distinctive voice -Sentences vary in length and structure -Some genre-appropriate strategies engage the reader	-Language and tone are generally consistent with the writer's purpose and appropriate to the genre -Word choice is generally engaging with occasional lapses into simple and ordinary language -Awareness of audience may be limited to introduction and/or conclusion -Writer's voice is clear and appropriate -Some variation in sentence length and structure -May include some genre-appropriate strategies	-Language and tone are uneven (appropriate in some parts of the response, but flat throughout most of the response) -Word choice is simple, ordinary and/or repetitive Limited awareness of audience -Minimal, inconsistent or indistinct voice -Little variation in sentence length and structure -Demonstration of competence limited by the brevity of the response	-Language and tone are flat and/or inappropriate -Word choice is inaccurate, imprecise, and/or confusing -Little or no attention to audience -Writer's voice is not apparent -Lack of sentence variety -insufficient writing (due to brevity or copying the prompt) to determine competence
<b>CONVENTIONS</b> -Sentence Formation -Usage -Mechanics	-Clear simple, complex, and compound sentences w/end punctuation -Variety of subordination and coordination strategies -Correct usage in a variety of contexts, subject-verb, word forms (nouns, adjectives, adverbs), pronoun-antecedent agreement -Correct mechanics in punctuation within sentences, spelling, capitalization, and paragraph indentation -Infrequent, if any, errors	-Correct simple, complex, and compound sentences with end punctuation and few errors -Correct usage with few errors -Correct mechanics with few errors -Errors are generally minor and do not interfere with meaning	-Sentences are generally correct with generally correct end punctuation -Some errors in complex and compound sentences, occasional sentence fragments, run-ons, or awkward sentences. Few errors with simple sentences -Generally correct usage, but contains some errors in subject-verb agreement, word forms, pronoun antecedent agreement, verb tense, and commonly confused homonyms -Generally correct mechanics, but many contain some errors in spelling, capitalization and paragraph indentation	-Minimal control of convention -Simple sentences formed correctly, but other sentences may be incomplete or overloaded -Sentence structure is awkward and/or end punctuation may be missing or incorrect -Has frequent errors in usage and/or mechanics -Some errors interfere with meaning -Demonstration of competence limited by the brevity of the response	-Frequent sentence fragments, run-ons, and incorrect sentences -End punctuation incorrect or lacking -Contains frequent and severe errors in both usage and mechanics -Errors interfere with or obscure meaning -Insufficient writing (due to brevity or copying the prompt) to determine competence in conventions