

## List 115. RUBRICS FOR WRITING—PRIMARY

Even very young writers need feedback in order to understand their writing strengths and the areas in which they can improve. “Good job” or “You can do better” do not provide enough information to enable them to focus on important aspects of good writing. Be sure to show students examples of work at each level and discuss them, so they can develop self-monitoring skills.

<b>Name</b>		<b>Date</b>			
	<b>Beginning 1</b>	<b>Developing 2</b>	<b>Accomplished 3</b>	<b>Exemplary 4</b>	<b>Score</b>
<b>Topic</b>	Key word(s) near beginning	Main idea or topic in first sentence	Good main idea or topic sentence	Interesting, well-stated main idea/topic sentence	
<b>Words</b>	Related words or ideas mentioned	Some key words or related ideas included as details with meaning	Key related words and ideas used as details with meaning	Key related words and ideas used correctly; defined for reader; interesting choices of words	
<b>Order</b>	Ideas not ordered	Some order of main idea + details or sequence	Main idea + details or sequential, as appropriate	Good flow of ideas from topic sentence + details or sequence	
<b>Sentences</b>	Sentence fragments	Mostly complete sentences	Complete sentences	Complete sentences; variety	
<b>Punctuation</b>	Some punctuation	Most sentences have punctuation	Correct punctuation	Correct punctuation and variety	
<b>Capital Letters</b>	Upper and lower case not distinguished	Uses upper and lower case	Begins sentences with upper case	Correct use of case for beginning of sentence, names, etc.	
<b>Spelling</b>	Many spelling errors	Some spelling errors	Few spelling errors	No spelling errors	
<b>Handwriting</b>	Hard to read; not well formed	Mostly legible	Well-formed letters	Neat, easy to read, well formed	