

Campbell High School: School-Wide Writing Rubric (Traits)

Score	Ideas	Organization	Word Choice	Sentence Fluency	Voice	Conventions and Presentation
Distinguished A	A. Clear, focused and compelling-holds reader's attention B. Striking insight, impressive knowledge of topic C. Clear main idea and significant, intriguing details	A. Thoughtfully structured B. Provocative opening-enlightening conclusion C. Well crafted transitions give piece cohesion D. Structure enhances reader's understanding	A. Everyday, original language; little to no cliché/stock phrases B. You want to read it more than once-quotable C. Every word carries weight D. Words evoke vivid sensory images	A. Easy to read with inflection B. Stunning variety in style and length C. Fragments are rare and effective; dialogue is authentic and dramatic	A. Unique to author B. Begs to be read aloud-reader can't wait to share C. Uses voices as tool to enhance meaning D. Passionate, vibrant, electric, compelling	A. Thoroughly edited-conventions enhance meaning, voice B. All spelling, grammar, and usage is correct C. Ready to publish
Proficient B	A. Clear, focused main idea B. Reflects in-depth knowledge of topic C. Authentic and convincing information from experience, research D. Well supported by details	A. Purposeful organization draws attention to key ideas B. Strong lead-conclusion provides closure C. Transitions clearly connect ideas D. Structure helps reader process ideas	A. Natural language used well B. Engaging C. Concise, clear D. Word create clear, appealing sensory images	A. Can be read with feeling B. Easygoing rhythm and flow C. Effective variety in style, length D. Rare fragments for emphasis; authentic dialogue	A. Original and distinctive B. Good read aloud candidate C. Voice well suited to topic/audience D. Spontaneous, lively, expressive/enthusiastic	A. Minor errors in spelling, grammar, and usage that are easily overlooked B. Already edited-conventions support meaning/voice C. Ready to publish with touch-ups
Competent C	A. Clear and focused more often than not B. Writer knows topic well enough to write in broad terms C. Some new info, some common knowledge D. Main idea inferred, quality details outweigh generalities	A. Organization works in harmony with ideas B. Functional lead and conclusion C. Transitions often suggest connections D. Structure helpful, but often predictable	A. Functional, clear language used correctly—meaning clear B. Some eye-catching phrases C. Vague words/wordiness or overworked modifiers D. Some strong verbs E. Strong moments outweigh clichés or over-written text	A. Naturally easy-to read B. Rhythmic flow dominates-few awkward moments C. Some variety in style, length D. Fragments not a problem; dialogue natural	A. Sparks of individuality B. Reader might share a line or two C. Voice fades at times-acceptable for audience/topic D. Pleasant, sincere, emerging, earnest	A. Noticeable errors- message stays clear B. Edited for general readability C. Shows control over basic spelling, grammar, and usage D. Good once-over needed prior to publication
Limited D	A. Clear, focused moments overshadowed by undeveloped, rambling text B. Writer needs greater knowledge of topic-gaps apparent; mostly common knowledge, guesses and generalities C. Weak grip on the main idea	A. Reader must be attentive-organization loose, or out of sync with ideas B. Lead and/or conclusion needs work, formulaic C. Transitions missing or formulaic D. Structure relies too much on formula or re-reading	A. Generally clear, but imprecise language B. Vague words or wordiness water down the message C. Overused modifiers/weak verbs outnumber strong moments D. Reader may encounter clichés, over-written text	A. Mechanical, but readable B. Gangly, never-ending or choppy text common C. Repetitive beginnings, little variety in length D. Fragments do not work; dialogue a little stiff	A. Voice emerges sporadically-not strong or distinctive B. A share aloud moment C. Voice is distant, not directed to audience D. Quiet, subdued, restrained, inconsistent	A. Noticeable errors get in way of message B. Problems even with basic conventions C. Thorough, careful editing and layout needed prior to publication
No Credit NC	A. Writer lacks clear vision-still defining topic, key question B. Writing struggles with main idea due to insufficient knowledge C. Broad, unsupported, or invented observations and random details D. Main idea in and out of focus	A. Hard to follow B. Lead and/or conclusion missing, or minimally helpful C. Transitions missing; points disconnected D. Significant re-organization needed; disjointed—no structure	A. Overworked language, words used incorrectly, thesaurus overload; modifier avalanche B. Words chosen at random—filler; apparent struggle to get words on paper C. Word choice clouds, buries, or confuses message D. Language is not functional	A. Hard to read B. Many run-ons, choppy sentences, non-sentences or other problems C. Minimal variety in style, length D. Fragments impair readability; dialogue hard to perform or read	A. No sense of person behind words B. Text not ready for sharing C. Voice faint-or not right for audience, purpose D. Distant, missing, encyclopedic, or inappropriately informal	A. Frequent errors make reading difficult B. Numerous errors even on basics obscure meaning—spelling, grammar, or usage C. Line-by-line editing and layout needed before publication