

REEP Writing Rubric Descriptors Copyright 1997; REEP, Arlington Public Schools, Arlington, Virginia

S	Content & Vocabulary	Organization & Development	Structure	Mechanics	Voice
0	No writing Information not understandable	No writing No comprehensible information	No writing No comprehensible information	No writing No comprehensible information	No writing No comprehensible information
1	Little comprehensible information May not answer question Limited vocabulary repeated words	Weak Ideas are not connected	Serious and frequent grammatical errors Mostly fragments (incomplete sentences) 2-3 phrases/simple sentences	Lack of mechanics Handwriting and /or spelling make meaning difficult	Voice is invisible
2	Answers part of the question with little information or copies from the model Irrelevant information Many vocabulary errors meaning difficult to understand	Ideas can be difficult to follow Ideas not connected Not logical	Many grammatical errors Meaning difficult to understand Sentence structure repetitive (or copies from model)	Frequent errors Inconsistent use of punctuation Spelling may make meaning difficult. Spelling errors	Says “hello” to reader
3	Answers part of the question with some good information Limited vocabulary choice Errors of vocabulary, but meaning is usually understandable	Not enough details; Some information not connected to the question Organization of ideas not clear May see paragraphs	Only basic structural patterns (<i>simple present, subject-verb</i>), has some errors Some complex sentences with because Some compound sentences with and but	Some punctuation and capitalization but many errors Some spelling errors that make meaning difficult to understand	Can see some voice Writer interacts with reader a little. Writer gives some personal information.

4	<p>Answers the question with more information h Begins to vary vocabulary choice Occasional vocabulary errors but meaning is understandable</p>	<p>Uses details (examples, reasons, contrast) but development of ideas is inconsistent</p> <p>Some ideas may be well developed while others are weak</p> <p>Indicates paragraphs</p>	<p>Has some control of basic structures (<i>simple present/simple past</i>) More compound sentences with and...but...so... or</p> <p>More complex sentences with when ...after ..before... while ... until ... if ... because</p> <p>Errors sometimes make understanding difficult</p>	<p>Uses periods and capitals with some errors</p> <p>May use commas with compound and complex clauses with some errors</p> <p>Mostly regular spelling</p>	<p>Writer shows some purpose.</p> <p>More interaction with reader</p> <p>More personal</p> <p>May provide opinions and explanations</p>
5	<p>Answers the question well with lots of information</p> <p>Varied vocabulary choice and usage although may have some errors</p>	<p>Can write a paragraph with main idea and supporting details</p> <p>Attempts more than one paragraph and may show basic essay structure (intro,body,conclusion)</p>	<p>Tries to use simple, complex, and compound sentences.</p> <p>Some errors</p> <p>Uses correct verb tenses Makes errors in complex structures (<i>passive,conditional,present perfect</i>)</p>	<p>Uses periods,commas,and capitals</p> <p>Mostly regular spelling</p>	<p>Persuasive</p> <p>Interesting</p> <p>Personal style more visible</p>
6	<p>Effectively answers all parts of the question</p> <p>Much information Varied and effective vocabulary</p>	<p>Multi-paragraph with clear introduction,development of ideas,and conclusions</p> <p>Ideas are connected in order and logically with transitions Appropriate supporting details</p>	<p>Lots of simple, complex, compound and compound/complex sentences</p> <p>Few or no grammatical errors</p>	<p>Correct mechanics and spelling</p>	<p>Authoritative Strongly reflects the writer's intellectual involvement Personal style is evident</p>