

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

S	Content & Vocabulary	Organization & Development	Structure	Mechanics	Voice
0	No writing No comprehensible information	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 address question Limited word choice, repetitious	Weak, incoherent	Serious and frequent grammatical errors Mostly fragments (incomplete sentences) 2-3 phrases/simple patterned sentences	Lack of mechanics Handwriting and /or spelling obscure meaning	Not evident
2	Addresses part of the task (some but little substance) or copies from the model Irrelevant information Frequent vocabulary errors of function, choice, & usage with meaning obscured	Thought pattern can be difficult to follow, ideas not connected, not logical	Frequent grammatical errors Meaning obscured Sentence structure repetitive (or copies from model)	Frequent errors Inconsistent use of punctuation Spelling may distract from meaning Invented spelling	Addresses audience
3	Addresses at least part of the task with some substance Limited vocabulary choice Errors of vocabulary function and usage, but meaning is generally not obscured	Limited in appropriate details; insufficient amount of detail or irrelevant information Trouble sequencing May indicate paragraphs	Restricted to basic structural patterns (<i>simple present, subject-verb</i>), has some errors Correct usage of adverbials (<i>because clause</i>) and conjunctions (<i>and/or/but</i>) Goes beyond the model	Some punctuation and capitalization though frequent errors Occasional spelling errors that distract from meaning	Emerging voice Some engagement Some personalization

4	<p>Addresses the task at some length Begins to vary vocabulary choice Occasional vocabulary errors but meaning not obscured</p>	<p>Uses details for support or illustration (reasons, contrasts), but development of ideas is inconsistent Some ideas may be well developed while others are weak Indicates paragraphs</p>	<p>Has some control of basic structures (<i>simple present/simple past</i>) Attempts compound sentences (e.g. with <i>and, or, but, so</i>) Some complex sentences (e.g. with <i>when, after, before, while, until, because, if</i>) Errors occasionally distract from meaning</p>	<p>Uses periods and capitals with some errors May use commas with compound and complex clauses with some errors Mostly conventional spelling</p>	<p>Shows some sense of purpose Some engagement More personalized, may provide opinions and explanations</p>
5	<p>Effectively addresses task Extensive amount of information Varied vocabulary choice and usage although may have some errors</p>	<p>Can write a paragraph with main idea and supporting details Attempts more than one paragraph and may exhibit rudimentary essay structure (intro, body, conclusion)</p>	<p>Attempts a variety of structural patterns Some errors Uses correct verb tenses Makes errors in complex structures (<i>passive, conditional, present perfect</i>)</p>	<p>Uses periods, commas, and capitals Mostly conventional spelling</p>	<p>Persuasive, interesting Emerging personal style</p>
6	<p>Effectively addresses task Substantive amount of information Varied and effective vocabulary choice and usage</p>	<p>Multi-paragraph with clear introduction, development of ideas, and conclusions Ideas are connected sequentially and logically Appropriate supporting details</p>	<p>Syntactic variety Well-formed sentences Few or no grammatical errors (verb tense markers, comparative and/or superlative)</p>	<p>Appropriate mechanical and spelling conventions</p>	<p>Authoritative Strongly reflects the writer's intellectual involvement Personal style is evident</p>