

Holistic Writing Process Rubric

Excellent

The writing or the pre-writing, drafting, and revision phases show evidence that the student made proficient use of before, and during writing strategies.

Average

The writing or the pre-writing, drafting, and revision phases show evidence that the student made adequate use of before, and during writing strategies.

Poor

The writing or the pre-writing, drafting, and revision phases show evidence that the student made insufficient use of before, and during writing strategies.

Holistic Writing Product Rubric

Excellent

The writing is insightful or thoughtful and effective. It is engaging, possibly well crafted, fully developed, and appropriate to purpose, audience, and writing prompt. The student demonstrates effective control of the elements of writing. Planning is evident as the paper comes together as a secure whole or seems complete. The few errors in mechanics are likely the result of risk-taking and do not impede communication.

Average

The writing is straightforward, understandable and clear but may be rudimentary. It is understandable and somewhat engaging, adequately/unevenly developed, appropriate to purpose and writing prompt, but may show only basic/limited awareness of audience. The student demonstrates fair or barely acceptable control over the elements of writing. Planning identifies main ideas or shows an awareness of purpose. Errors in mechanics are noticeable and may impede readability and/or understanding.

Poor

The writing is unfocused and limited or unclear. It may be difficult to understand and follow. It demonstrates uncertain/minimal control over the basic elements of writing relative to purpose and the writing prompt. The subject may be off topic. Less than adequate planning results in inconsistent development. Frequent mechanical/ structural errors impede readability.

Analytic Writing Process Rubric

Prewriting		
Excellent	Average	Poor
Pre-writing is extensive and relevant, and organization is evident.	Pre-writing is apparent and somewhat relevant, and organization is somewhat evident.	Pre-writing is scant, and organization is not evident.

Drafting		
Excellent	Average	Poor
Draft is a thorough extension of pre-writing.	Draft demonstrates a connection to pre-writing.	Draft demonstrates a vague or no connection to pre-writing.

Revising		
Excellent	Average	Poor
Revision includes meaningful changes to message/content. There may also be corrections to mechanics.	Revision shows little or no evidence of meaningful changes to message/ content. There are often corrections to mechanics.	Few noticeable changes have been made to the draft.

Analytic Writing Product Rubric (student version)

Message Content or Ideas (main idea, understanding, support)		
Excellent	Average	Poor
The message is insightful or thoughtful and clear.	The message is straightforward or understandable, but may be simplistic.	The message is unfocused, limited, or unclear.

Organization and Coherence (introduction, coherence, conclusion)		
Excellent	Average	Poor
The writing is thoroughly organized and well developed.	The writing shows sufficient, but unrefined organization.	The writing shows limited, unclear, unfocused, or fragmented organization.

Language Choices (use of language, word choice, syntax and mechanics)		
Excellent	Average	Poor
The language is well chosen, clear, thoughtful, and appropriate.	The language is straightforward and appropriate, but may be rudimentary.	The language is immature, lacking control and clarity.

Analytic Writing Product Rubric (teacher version)

1.1 Message Content or Ideas

Focus, message, content, or ideas are (1) what the writer says, and (2) the details provided to support the purpose and intended audience for the writing. The writer's main ideas (i.e., information, events, opinions, and feelings) and the details that are used to support those ideas (e.g., illustrations, examples, reasons, anecdotes, description, and characteristics) are evaluated.

	Excellent	Average	Poor
Overall Message	The message is insightful or thoughtful and clear.	The message is straightforward and understandable, but may be rudimentary.	The message is unfocused and limited or unclear.
Focus	Writing has a well-defined or clear central focus in keeping with the writing prompt and required genre, purpose, and audience. A definite, clear, and appropriate point of view is employed.	Writing has a recognizable, but possibly generalized focus related to the writing prompt and some or basic awareness of required writing genre, purpose, and audience. Point of view is generally straightforward and appropriate.	Writing focus is unclear, shows little or no awareness of audience and required writing genre, and may be only vaguely related to writing prompt. Point of view is vague, unapparent, unfocused. It may shift in a confusing way, or may not be appropriate to reader or purpose.
Understanding	The expression of ideas demonstrates a deep or strong understanding of the subject matter.	The expression of ideas demonstrates a fundamental understanding of the subject matter.	The poor development of ideas demonstrates an uneven or superficial understanding of the subject matter.
Support	Most supporting details are engaging, precise, relevant, and appropriate for the writing task.	Supporting details are appropriate for the writing task, but may be generalized.	Supporting details are limited, vague, incorrect, or irrelevant to the writing task.

1.2 Organization and Coherence

The main idea is maintained and acceptably developed. Ideas are supported and presented in a reasonable and logical fashion. The text is coherent and transitions are evident. The writing demonstrates a conscious choice of an appropriate format and presents a clear and acceptable beginning, middle, and end.

	Excellent	Average	Poor
Overall Organization	The writing is thoroughly or thoughtfully organized and coherently or logically developed.	The writing shows sufficient, but unrefined organization.	The writing shows limited, unclear, unfocused, or fragmented organization.
Introduction	The introduction effectively states the direction of the text and attempts to capture the interest of the reader.	The introduction identifies the topic or main idea, but may be minimal.	The introduction is nonexistent, ineffective, vague, or unrelated to the body of the composition.
Coherence	Key ideas and supporting ideas are logically and coherently sequenced and fully developed. Text reflects well-considered, strategic, or logical planning. Transitions are used to create pertinent and effective connections between many parts of the text, both within and between paragraphs.	The central idea is apparent and some ideas are sequenced, but text lacks consistent coherence or sufficient development. Text shows some evidence of organization or planning. Transitions may not always clearly show connections between ideas but the structure moves the reader through the text without confusion.	The main idea or focus is unclear and poorly supported or developed. Text shows little or no evidence of planning. Ideas are often rambling and unclear. There is little evidence of any transition words or phrases. The structure fails to move the reader through the text without confusion.
Conclusion	The conclusion captures key ideas and effectively completes the composition.	The conclusion ends the composition simply and predictably, or it may not be clearly related to key ideas from the text.	The conclusion is nonexistent, ineffective, or vague.

1.3 Language Choices

The writing demonstrates an appropriate level of language (i.e., formal, informal, or casual) for audience and purpose. The writer uses an appropriate tone, stance, point of view, and voice for purpose. Sentences and words demonstrate complexity and originality. Sentences are varied and flow well together. The word choice is appropriate to audience and purpose. Mechanics and usage (e.g., subject-verb agreement, consistent verb tense, avoids double negatives) take into consideration the conventions of the writing. Accepted standards of paragraphing, sentence structure, and syntax. Canadian spelling, punctuation, and capitalization are considered.

	Excellent	Average	Poor
Overall Language Choices	The language is well chosen, clear, thoughtful, and appropriate.	The language is straightforward and appropriate, but may be rudimentary.	The language is immature, lacking control and clarity.
Use of Language	Tone, style, and level of language are appropriate to audience and purpose. The text is consistently engaging, expressive, and interesting.	Tone, style, and level of language are moderately or inconsistently appropriate to audience and purpose. The text is moderately engaging, expressive, and/or interesting.	Tone, style, and level of language are rarely or not appropriate to audience and purpose, or are unclear, unexpressive, or not established. The text is not engaging, expressive, and interesting.
Word Choice	Word choice is varied and appropriate for audience and purpose and shows some sophistication. Words are often specific.	Word choice is appropriate for audience and purpose, but may be generalized and unsophisticated.	Word choice is limited or immature. Words are often vague, overused, incorrect, or imprecise.
Syntax and Mechanics	Syntax is usually varied, effective, and polished. Sentences are correct, complete, and show some sophistication. Verb tenses, spelling, punctuation, and capitalization are consistently correct.	Syntax shows little variety in length and structure. Common and simple sentence constructions or patterns are correct and complete. Verb tenses, spelling, punctuation, and capitalization are generally correct.	Syntactical errors make the message difficult to understand. Sentences are often monotonous, incorrect, or incomplete. Verb tenses, spelling, punctuation, or capitalization is generally or consistently incorrect and impede reader comprehension.