Admissions: General Writing Rubric

	Excellent (+5)	Strong (+4)	Good (+3)	Ok (+2)	Needs Improvement (+1)	Not Observed (+0)
Idea • main them • supporting details	•Introduction paragraph centered around a significant idea or topic •Exceptionally clear, focused, engaging with relevant, strong supporting detail	• Clear, focused, interesting idea with appropriate detail	•Evident main idea with some support which may be general or limited	•Main idea may be cloudy because supporting details are too general or off-topic	•Purpose and main idea may be unclear and cluttered by irrelevant details •May be unclear because paragraph has competing ideas for thesis	•Lacks central idea •Development is minimal or non- existent
Organization • structure • introduction • conclusion	• Effectively organized in logical and creative manner •Creative and engaging intro and conclusion	•Strong order and structure •Inviting intro and satisfying closure	•Organization is appropriate, but conventional •Attempt at introduction and conclusion	•Attempts at organization; may be a "list" of items •Beginning and ending not clear	•Lack of structure; disorganized and hard to follow •Appears to start or stop in the middle of something	•Lack of coherence; confusing •No identifiable beginning or ending
Voice • personality • sense of audience	•Expressive, engaging, sincere •Strong sense of audience •Shows emotion: humor, honesty, suspense, or life	•Appropriate to audience and purpose •Writer behind the words comes through	• Evident commitment to topic •Inconsistent or formulaic personality	•Voice may be inappropriate or non-existent •Writing may seem mechanical	•Writing tends to be flat or stiff • Stereotypical, copied tone and voice	•Writing does not engage attention •No hint of the writer's voice

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Word Choice • precision • effectiveness • imagery	•Precise, carefully chosen •Strong, fresh, vivid images	•Descriptive, broad range of words •Word choice energizes writing	•Language is functional and appropriate • Descriptions may be overdone at times	•Words may be correct but mundane •Common words chosen	•Monotonous, often repetitious, sometimes inappropriate	•Limited range of words •Some vocabulary misused
Sentence Fluency • rhythm, flow • variety	•High degree of craftsmanship •Effective variation in sentence patterns	•Easy flow and rhythm •Good variety in length and structure	•Generally in control •Lacks variety in length and structure	•Some awkward constructions •Common, simple pattern used. •Several sentences begin the same way	•Often choppy or monotonous sentence patterns •Frequent run- on sentences •Some sentence fragments	•Difficult to follow or read aloud •Disjointed, confusing, rambling
Conventions • age appropriate for spelling, caps, punctuation, grammar	•Exceptionally strong control of standard conventions of writing •Complex conventions attempted	•Strong control of conventions •Errors are few and minor	•Control of most writing conventions •Errors reflect risks with unusual or sophisticated structures	•Limited control of conventions •Some errors in common patterns or structures do not unduly interfere with understanding	•Frequent significant errors may impede readability •Errors frequent in common patterns and structures	•Numerous errors distract the reader and make the text difficult to read •Errors may be made more than one way for the same pattern or structure

Hi! Thank you for submitting your writing sample to us. You seem to have a passion for writing, and we really enjoyed reading your work! You created a truly magical world full of descriptive language that transports the reader to that place.

We believe you would be a great addition to our Creative Reading and Writing Level 3 Semester 1 Course where you can explore many writing new techniques for narrative, descriptive, persuasive, and informative writing. We think this will be a great course for you to help you develop your writing skills further, and are looking forward to reading more of your work soon!

Reach out