

Rubric for Writing about Painting and Story

I. IDEAS AND CONTENT

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| 5 | This paper is clear and focused. It holds the reader's attention. Relevant anecdotes and details enrich the writing about the character's stance on a contemporary issue. Includes references to 5-6 incidents in the story |
| 3 | The writer is beginning to define the position of the character and his/her position on a contemporary issue, even though development is still basic or general. Includes reference 3-4 incidents |
| 1 | As yet, the paper has no clear sense of purpose or focus on character personality or stance on issue. To extract meaning from the text, the reader must make inferences based on sketchy or missing details. |

II. ORGANIZATION

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| 5 | The organization enhances and showcases the personality of the character. The order, structure, or presentation of details about issue is compelling and moves the reader through the text. |
| 3 | The organizational structure is strong enough to move the reader through the details of the situation/incident without too much confusion. |
| 1 | The writing lacks a clear sense of direction. Ideas, details, or events seem strung together in a loose or random fashion; there is no identifiable internal structure. |

III. VOICE

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| 5 | The writer speaks in a way that reflects the personality of the character, is compelling, and engaging, is aware and respectful of the audience, and the purpose for writing this account of a character's response to issue(s). |
| 3 | The writer seems sincere, but not fully engaged or involved. The result is pleasant or even personable, but not compelling. |
| 1 | The writer seems indifferent, uninvolved, or distanced from the personal reminiscence and/or the audience. |

IV. WORD CHOICE

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| 5 | Words relate the character's stance in a precise, interesting, and natural way, with powerful engaging words. |
| 3 | The language is functional, even if it lacks energy. It is easy to figure out the writer's meaning on a general level. |
| 1 | The writer struggles with limited vocabulary, searching for words to convey meaning and to recreate the personality of the character and position on issues. |

V. SENTENCE FLUENCY

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| 5 | The writer has an easy flow, rhythm and cadence. Sentences are well built, with strong and varied structure that invites expressive oral reading. |
| 3 | The text hums along with a steady beat, but tends to be more pleasant or business like than musical, more mechanical than fluid. |
| 1 | The reader would have to practice quite a bit in order to give this paper a fair interpretive reading. |

VI. CONVENTIONS

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| 5 | The writer demonstrates a good grasp of standard writing conventions (e.g. spelling, punctuation, capitalization, grammar, usage, and paragraphing) and uses conventions effectively to enhance readability. Errors tend to be few and just a few minor touch-ups would make this publishable. Title of story and painting are punctuated correctly. |
| 3 | The writing shows reasonable control over a limited range of standard writing conventions. Conventions are sometimes handled well and enhance readability; at other times errors are distracting and impair readability. Includes title of story and painting. |
| 1 | Errors in spelling, punctuation, capitalization, usage and grammar and/or paragraphing repeatedly distract the reader and make the essay difficult to read. Does not include title of story or painting. |