

ReadBox Project

Writing Prompt Rubric

Name:	Exceeded expectations	Met most expectations	Met some Expectations	Did not meet expectations	Score/ Mark
Class:					
Date:					
	10 - 8 pts	8-6 pts	6-4 pts	4-0 pts	
Length	The writing prompt is at least 300 words.	The writing prompt is between 250-300 words.	The writing prompt is between 200-250 words.	The writing prompt is less than 200 words.	<u> </u> /10 <u> </u>
Reference to selected text/poem/ lyrics	<p>The written work is clearly related to the prompt and allows the reader to learn much more about the topic. (selected text/ lyrics/ poem). A lot of interesting details from the text/ lyrics/ poem are included.</p> <p>The written work is very well-planned and well-organised; appropriate transitions are used to connect the paragraphs.</p>	<p>Most of the story is related to the prompt. Some elements seem to be out of place. Still, it allows the reader to learn something about the topic (selected text/ lyrics/ prompt). Quite a lot of interesting details from the text/ lyrics are included.</p>	<p>Some elements of the written story are related to the prompt, but the reader does not learn much about the topic (selected text/ lyrics/ poems). Some interesting details from the prompt are included.</p> <p>Some attempt at creating a plot has been made, though confusing at times. It does not flow and does not make sense.</p>	<p>Little or no attempt has been made to relate the piece of written work to the prompt (selected text/ lyrics). Few / hardly any interesting details from the text/ lyrics are included.</p> <p>Little to no development in plot and organisation; ideas and scenes seem to be randomly arranged.</p>	<u> </u> /10 <u> </u>

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	20-15 pts	15-10 pts	10-5 pts	5-0 pts	
Content, Organisation & Neatness	<p>The written work is readable, neat, clean and attractive.</p> <p>The written work contains the following elements: an engaging beginning (The reader is pulled into the story) , a middle part and conclusion. The story is easy to understand and events follow in a logical sequence. The student's name, grade are mentioned and an illustration is present to support the story.</p> <p>The written work contains at least five accurate facts (based on the selected text/ poem/ lyrics). The student has clearly utilised the text to gather information.</p> <p>Superior effort is shown; the student took great pride in it.</p>	<p>The written work is readable, neat, clean and attractive.</p> <p>The written work contains the following elements: a strong beginning (grabs the reader's attention and wants to continue reading), middle part and conclusion, pretty well-developed and pretty well-organised and easy to understand. It may contain a few confusing parts but the overall storyline is clear. Events follow logically and make sense, because of the transitions used. The student's name and grade are mentioned and an illustration to support the story.</p> <p>The written work contains at least three to four accurate facts (based on the selected text/ poem/ lyrics). The student has utilised the text to gather information.</p> <p>Good effort is shown; it looks like the student took some pride in it.</p>	<p>The written work is readable, and some parts are attractive.</p> <p>The written work contains three of the following elements: a fitting beginning (The beginning did not grab the reader's attention), a middle part and conclusion. the written work is hard to read and understand. The student's name and grade are mentioned and an illustration is present to support the story.</p> <p>The written work contains at least one or two accurate facts (based on the selected text/ poem/ lyrics); not all of the elements from the prompt are included. The student has hardly utilised the text to gather information.</p> <p>Some effort is shown; it looks like the story has been written in a hurry.</p>	<p>The written work is not presented in a neat or attractive way. The story begins abruptly or seems out of place. The written work contains only one or two of the following elements: a fitting beginning, middle part and conclusion, the student's name, grade and an illustration to support the story. The written work demonstrates lack of coherence; The reader cannot follow or understand the story.</p> <p>The written work contains several factual errors (based on the selected text/ poem/ lyrics) . The student has not utilised the text to gather information. It has nothing to do with the selected text/ poem/ lyrics.</p> <p>It looks like the student just wanted to get it over and done with.</p>	<p>_____/20____</p>

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Grammar & Mechanics	The student makes few, if any, errors in grammar, punctuation or spelling.	The student makes a couple of errors in grammar, punctuation or spelling that distract the reader, but the errors hardly interfere in the understanding.	The student makes some errors in grammar, punctuation or spelling that distract the reader, but may interfere with the understanding the written text.	The student makes a lot of serious errors in grammar, punctuation or spelling, that distract the reader from the understanding the written text.	<u> </u> /20 <u> </u>
Vocabulary and language choice	<p>The language is appropriate; the student uses fresh word choice and tone to enhance the meaning.</p> <p>The sentences and paragraphs are complete and well-constructed. There is plenty of variety in sentence length, structure and style. The sentences flow logically together.</p> <p>The written work makes sense ; the message is clear and easy to understand.</p>	<p>The use of language feels right; the student uses interesting and fresh/ powerful/ exciting words and tone.</p> <p>Most sentences and paragraphs are complete and well-constructed. There is variety in sentence length, structure and style. Most of the sentences flow logically together.</p> <p>The written work makes sense; the message is fairly understandable. One element may be out of place.</p>	<p>The use of language is sometimes inappropriate or poor; the student uses clichés and unoriginal words/ expressions. The student does not always communicate his/ her thoughts clearly.</p> <p>The sentences and paragraphs are complete , but short in length, often poorly constructed. There is lack of variety in sentence length, structure and style. Some of the sentences flow logically together.</p> <p>The written work is hard to follow and somewhat confusing.</p>	<p>The use of language is inappropriate; words are unnecessarily repeated or of poor choice; the student has limited vocabulary. The student does not communicate clearly. The written work is boring to read.</p> <p>The sentences and paragraphs lack structure; are often incomplete and do not always make sense. Sentences hardly flow logically together.</p> <p>The reader has difficulty in understanding what the written work is about.</p>	<u> </u> /20 <u> </u>

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Critical Thinking & Creativity	The student has composed an original piece of written work with a clear theme, many creative details and/ or descriptions that contribute to the reader's enthusiasm. The student can write in some creative flow and has produced a fine piece of writing. The student's ideas are complex and 'out-of the-box'.	The student has composed quite an original piece of written work with a few creative details/ descriptions, but some elements may not be excellent.	The student has made an attempt at writing and has composed a rather unoriginal diary entry. It contains a few creative details/ descriptions, but they may distract the reader from the story.	The student composed an unoriginal piece of written work; there is little evidence of creativity. The theme is not conveyed. The written work is simplistic and remains at a surface-levelled interpretation of the prompt.	
	It is obvious that the student has put a great deal of thought into what he/ she has written. The student clearly understands the prompt/ poem/ text.	The student shows that he/ she has thought about the prompt/ poem/ text and understands it. The student can write in some creative flow and has produced a fine piece of writing.	It takes more than one reading to figure out what the story is about.	It is hard to figure out what the story is about.	
	It is easy to figure out what the written work is about.	It is fairly easy to figure out what the written work is about.	The student has tried to use his/ her imagination.	Little or no effort is shown; the student does not seem to have used his/ her imagination.	____/20____
	The student has really used his/ her imagination.	The student has used his/ her imagination.			TOTAL SCORE _____

