DRAFT September, 1999 **VERMONT NEW STANDARDS RUBRIC FOR PERSUASIVE WRITING: WRITING TO PROPOSE OR PERSUADE**

Standard 1.11 In persuasive writing, students judge, propose, and persuade.

Criteria	Score Point 5 Exceeds the Standard	Score Point 4 Accomplished Writing	Score Point 3 Intermediate Writing	Score Point 2 Basic Writing	Score Point 1 Limited Writing	
PURPOSE POSITION Topic and Context Focus (Thesis or Controlling Idea)	Score point 5 meets all the criteria of score point 4. In addition, a paper receiving this score presents unusually perceptive arguments/ reasons with richly elaborated supporting details.	**Establishes and maintains a clear topic.**	States a clear topic (purpose).	Topic may be unclear (purpose).	Topic is absent or may be difficult to discern (purpose).	**Score Point 0 Unscorable** There is no attempt to write a persuasive essay.
		Asserts and maintains a clear position/focus throughout the piece (purpose).	Establishes a position/ focus (purpose).	Position/focus unclear (purpose).	No position/ focus (purpose).	
		Establishes context for the presentation of ideas (purpose).	Establishes a context.	Establishes little or no context.	No context.	
			May have some digressions.	May meander or contain digressions.	May be rambling, long, and unfocused.	
VOICE/TONE (Stance) • Evidence of gathered information • Analysis of a situation followed by a suggested course of action • Consideration or rebuttal of opposing arguments • Appropriate stance	Such papers use language selected with careful attention to persuasive appeal. Writers show confidence, conviction, and enthusiasm. May present ideas in unusual or surprising patterns.	**Uses precise language effectively and purposefully (voice/tone).**	Uses appropriate language, but may lack precision (voice/ tone).	Language is predictable and general rather than precise (voice/ tone).	Language may be inappropriate or inexact (voice/ tone).	
		Conveys conviction voice/ tone).	Usually conveys a sense of conviction (voice/ tone).	May lack conviction (voice/ tone).		
ORGANIZATION AND COHERENCE • Appropriate patterns; specific to general; general to specific; causal; sequential; other, appropriate to author's point of view • Overall Coherence	Writers argue effectively for their positions or use reasons effectively. Such papers are usually insightful in anticipating and addressing possible reader concerns. Embeds prior knowledge, personal experience, and/or reflection into fabric of argument.	**Possesses overall coherence and internal cohesion.**	Possesses overall coherence, but cohesion between sentences or paragraphs may be weak.	May possess simple, straightforward organization.	Shows little logical arrangement of ideas.	
		Arranges arguments, reasons, and/or evidence effectively and persuasively.	Arranges ideas in simple ways, listing without relating them to each other.		May be too brief to discern a pattern of organization.	
		Transitions, when used, are effective (organization).	May have weak transitions (organization).	May lack transitions (organization).		
		Strong introduction and conclusion (organization).	May lack effective beginning or ending (organization).	May lack a clear beginning or ending (organization).		
ELABORATION STRATEGIES/ DETAIL • Depth and density of arguments or reasons • Relevance of arguments or reasons • Audience awareness	These exceptional papers show a flair for persuasion resulting from interesting ideas expressed in an original way.	**Develops position through detailed arguments and reasons.**	States appropriate arguments or reasons.	Reasons are thinly developed.	Uses few or no supporting ideas.	
		Provides a variety of strategies: examples, anecdotes, and other kinds of information.	Provides some supporting evidence for arguments or reasons.	Presents some information, but may lack elaboration.		
		Shows credibility and authenticity.	Assumes that readers will find the ideas credible.	May contain irrelevant or inappropriate details or examples.		
		Anticipates and addresses possible reader concerns, misconceptions, or counter arguments.	May offer scant or superficial evidence of audience awareness	Usually does not reflect an awareness of the reader's needs.	Rarely any awareness of reader's needs.	

This rubric is adapted from materials created by the New Standards Project.

PERSUASIVE

Persuasive: Standard 1.11 In persuasive writing, students judge, propose, persuade. This is evident when students: (5 – 8) **a.** Clearly define a significant problem, issue, topic, or concern; **b.** Make an assertion or judgement, or propose one or more solutions; **c.** Support proposals, as appropriate, through definitions, descriptions, illustrations, examples from experience, and anecdotes; **d.** Engage the reader by anticipating shared concerns and stressing their importance, discussing the pros and cons of alternatives, and addressing the reader's potential doubts and criticisms; (9 – 12) **e.** Take and authoritative stand on a topic; **f.** Support the statement with sound reasoning; and **g.** Use a range of strategies to elaborate and persuade.

PERSUASIVE – Persuasive writing is writing that aims at convincing people to accept a point of view, to change their minds about something or to act in a certain way. A persuasive essay is a form of writing in which a writer supports an opinion and tries to persuade an audience.

GLOSSARY

Antithesis - A contrast or opposition of thought, the opposite. It usually appears in two phrases, clauses, or sentences (Ex: "It was the best of times, it was the worst of times." I am going; you are coming.) However, in persuasive writing it is the idea that every argument generates a counter argument. Opposing arguments should be addressed in good persuasive writing.

Coherence – The arrangement of ideas in such a way that the reader can easily follow from one point to another. When all the ideas are logically integrated, arranged, connected, and clearly articulated, a piece of quality writing has coherence.

Context – The set of facts or circumstances that establish the importance of the writer's is a point of view.

Counter Argument – see antithesis

Elaboration – The development and expansion of ideas and arguments. Both logical (evidence, reasons, facts and statistics) and emotional appeals can be used.

Focus – The concentration on an aspect of a specific topic.

Purpose – The basic purpose of a persuasive piece is to convince someone else to act or think in a certain way.

Stance – The attitude or position the author has adopted.

Tone – The writer's attitude toward a subject.

Thesis – A statement of purpose or intent. It is the writer's controlling idea about the topic.

Topic – The subject covered in a piece of writing.

Voice – The style and quality of the writing. Voice portrays the author's personality or the personality of a chosen persona. A distinctive voice establishes personal expression and enhances the writing.

DRAFT September,1999 VERMONT NEW STANDARDS RUBRIC FOR

RESPONSES TO LITERATURE

Standard 1.7 In responses to literature, students show understanding of reading, connect what has been read to the broader world of ideas, concepts, and issues, and make judgments about the text.

Criteria	Score Point 5 Exceeds the Standard	Score Point 4 Accomplished Writing	Score Point 3 Intermediate Writing	Score Point 2 Basic Writing	Score Point 1 Limited Writing	
PURPOSE, STANCE, VOICE/TONE • Evidence of understanding and reflection that are related to the literature • Analysis of the elements of the work under consideration • Personal response to the work of literature. • Sentence structure, variety, and vocabulary.	Score point 5 meets all the criteria listed in score point 4 and shows invention, creativity, and lucidity. Presents insightful ideas. Demonstrates strong sense of personal engagement in responding to the work of literature. Sophisticated sentence structure and imagery; language is often metaphorical or otherwise distinctive.	**Responds directly to the work of literature with analysis and personal response.** **Strong control of purpose, appropriate to topic and audience.** **Clearly establishes context (purpose).** **Uses effective sentence patterns and diction (voice/tone).**	Responds to the work of literature, providing some evidence of analysis and personal response. Sense of purpose may be uneven or confined to providing a summary. Context limited to that of a book report or personal response (purpose). Uses appropriate vocabulary and sentence structure (voice/tone).	Responds to the work of literature with a general summary or retelling and may have little evidence of analysis (purpose). Response to text may show some misunderstanding. Attempts to establish a context (purpose). Ideas usually consist of generalities. Vocabulary and sentence structure are generally pedestrian and generic (voice/tone).	Responds to the work of literature with little or no analysis. Misunderstood or incomplete retelling (purpose). No context (purpose). Uses basic vocabulary and simple sentences; may have some inappropriate word choices (voice/tone).	**Score Point 0 Unscorable** There is no attempt to respond to a work of literature.
ORGANIZATION AND COHERENCE • Overall coherence • Information and ideas presented in logical, cohesive fashion	Not only logical and coherent, but organized so that the writer's own ideas are clearly related to specific points in the work of literature.	**Has clear, consistent coherence and organization.**	Organizes ideas appropriate to topic and purpose (organization).	Shows coherence, but may have minor digressions (organization). Sufficiently organized for reader to follow ideas (organization).	Shows little or no evidence of purposeful organization. May be brief or, in longer papers, lack coherence. Reader may not be able to follow writer's line of thinking (organization).	
ELABORATION STRATEGIES, DETAILS • Specific concrete details with appropriate citations from text to support writer's point of view • Comparing • Explaining writer's response to the work	Elaborates using striking imagery or metaphors.	**Elaborates using concrete language and details.** **Writer supports ideas with specific references to text (detail).** **References to text are supported by specific citations (detail).**	Ideas are elaborated effectively, using some specific, concrete details. Elaboration may not be clearly related to the text (detail). References to text are general, or may not be supported by citations(detail).	Shows little purposeful use of strategies for elaboration(detail). Elaboration may be limited to lists of details or generalities. May not make specific reference to text (detail).	No attempt to elaborate or may attempt to elaborate by repetition of initial statement (detail).	

This rubric is adapted from materials created by the New Standards Project.

RESPONSES TO LITERATURE

Responses to Literature: Standard 1.7 In written responses to literature, students show understanding of reading; connect what has been read to the broader world of ideas, concepts, and issues; and make judgments about the text. This is evident when students: (PreK - 4) **a.** Connect plot/ideas/concepts to experience, including other literature; **b.** Go beyond retelling of plot by reflecting on what is read and making connections to broader ideas, concepts, and issues; **c.** Support judgments about what has been read by drawing from experience, other literature, and evidence from the text, including direct quotations; (5 – 8) **d.** Clearly articulate a point of view, or state a firm judgment about the piece discussed; **e.** Engage the reader effectively and provide closure; **f.** Maintain a sense of audience by addressing the reader's possible questions; (9 – 12) **g.** Establish interpretive claims and support them.

RESPONSES TO LITERTURE – Writing in which the author reacts to the action, characters, plot, philosophy, or other elements within a piece of literature.

GLOSSARY

Analysis – A separating of a whole into its parts with an examination of these parts to find out their nature and function.

Citation – A direct quote from the text.

Coherence – The quality achieved when all the ideas are clearly arranged and connected.

Context – The set of facts or circumstances surrounding an event or a situation.

Diction – The writer's choice of words based on their effectiveness.

Elaboration – The development and expansion of ideas and arguments. Both logical (evidence, reasons, facts and statistics) and emotional appeals can be used.

Focus – The concentration on a specific topic to give it emphasis or clarity.

Occasion – The happening or event that makes the response possible.

Pedestrian – Commonplace; usual.

Purpose – The specific reason for writing; the goal of the writing (to entertain, express, inform, explain, persuade, etc.). Purpose has to do with the topic the writer is addressing, its central idea, theme, or message.

Reference to Text – Mentioning or alluding to something in the text without directly quoting the text (Ex. Pip was frightened when he met the convict in the graveyard.)

Retelling - a restatement of the events in the story.

Stance – The attitude or position of the author.

Thesis- A sentence that announces the writer's main, unifying, controlling idea about a topic. A thesis statement usually contains two main elements: a limited subject (Internet) and the reason for it - the "why"- (The Internet is a good resource.).

Tone – The writer's attitude toward the subject. This can be serious, sarcastic, solemn, objective; tongue-in-cheek, etc.

Topic – The specific subject covered in a piece of writing.

Voice – The style and quality of the writing. Voice portrays the author's personalityor the personality of a persona. A distinctive voice establishes personal expression and enhances the writing.

HINT – When looking at a response to literature, if the piece is simply the context of, or what happened in the book, with no exploration of ideas, it is a retelling. A good response tells "why" the student wrote or the student's thoughts about the literature. These must demonstrate understanding of the piece. The analysis expands and supports the "why."

A simple retelling of the story is a score point two.

September, 1999 **VERMONT NEW STANDARDS RUBRIC FOR**

PERSONAL ESSAY: WRITING TO EXPLORE AND ANALYZE

Standard 1.12 In personal essays, students make connections between experience and ideas.

Criteria	Score Point 5 Exceeds the Standard	Score Point 4 Accomplished Writing	Score Point 3 Intermediate Writing	Score Point 2 Basic Writing	Score Point 1 Limited Writing	
OCCASION FOR REFLECTION Something • Seen • Read • Overheard • Experienced	Score point 5 meets all the criteria listed in score point 4 and offers even more. This paper memorably presents the occasion for reflection, often deals with fine detail of the naturalist or autobiographer setting up a reflection that is exceptionally	**Presents occasion through the effective use of concrete details; sensory language; narrative accounts, using pacing, dialogue, action; and/or quotations (purpose).** **May recount single stimulus or a web of related experiences or observations (organization & detail).**	May be brief or the occasion may dominate (purpose). May take the form of a preconceived generalization to be explained rather than explored.	May take the form of autobiographical illustrations or a single incident (purpose).	Occasion for reflection may be omitted or presented only in the title (purpose).	**Score Point 0 Unscorable** There is no evidence of an attempt to write a personal essay.
REFLECTION • Exploring • Analyzing	thoughtful and convincing. The paper presents ideas in an original fashion, using imaginative yet precise language in its attention to subtleties of thought. This paper often shows a metaphoric use of language. In some notable papers, the writer's presentation of the occasion is at the same time a reflection; here the reflection is implicit, embedded in a way that leads the reader from the specific to the abstraction that underlies it.	**Is thoughtful, convincing, insightful, exploratory. Reflection is firmly grounded in the occasion (context).** **Expresses integral connection between experience and ideas (purpose).** **Analyzes ideas by looking at them from multiple angles and/or moving through successively deeper layers of meaning (detail).** **Explores an abstraction in both personal and general reflection (detail).**	May be thoughtful but predictable, grounded in occasion rather than reflection (context). Establishes connection between experience and ideas (purpose). Generally takes the form of reasons or supporting statements for a preconceived generalization; may be convincing, but not exploratory (detail).	Reflection may be a simple statement of belief or may be implicitly embedded in the title or topic sentence (context). May be limited to superficial generalizations.	May be little or no evidence of reflection (context). May be in the form of a simple, obvious statement.	
ELABORATION STRATEGIES, DETAILS • Using specific, concrete details • Comparing, contrasting • Naming, describing • Reporting conversation • Reviewing the history • Explaining possibilities • Creating a scenario	These papers reveal a deepening insight, sometimes expressed as wonder, and may end with a conclusion but without a sense of conclusiveness.	**Uses a variety of strategies both in the occasion and throughout the reflection (detail).** **Is attentive to the particulars of observation, recounting them effectively as a way of grounding the reflection.**	Shows purposeful use of strategies for elaboration (detail). Uses some detail and sensory language (detail).	Shows little purposeful use of strategies for elaboration (detail). May be limited to lists of details or of generalizations.	No attempt to elaborate or may attempt to elaborate by repetition of initial statement.	
COHERENCE AND STYLE		**Achieves coherence through natural progression of ideas, not through application of external organizational patterns (organization).** **Uses precise and appropriate language (voice & tone).**	Coherent, often relying on external organizational patterns rather than lines of thought. Uses predictable patterns, word choices, details.	May have lapses in coherence. Stays generally on the topic but may have some internal digressions. Uses simple, generic language.	Lapses in coherence, lack of organization. Simple, generic language with no sentence variety.	

This rubric is adapted from materials created by the New Standards Project.

PERSONAL ESSAY

Personal Essay: Standard 1.12 In personal essays, students make connections between experiences and ideas. This is evident when students: (PreK – 4) a. Reflect on personal experience, or the experience of an imagined character, using patterns of cause/effect, comparison, and classification; (5-8) **aa.** Relate personal experiences to concepts, patterns, and ideas; b. Trace the process of reflection, making connections between thought and experience; and c. Establish a commonplace, concrete occasion as a context for the reflection; (9 - 12) **d.** Maintain a precise, controlled, thoughtful voice and style.

PERSONAL ESSAY – A form of writing in which an author explores and shares the meaning of a personal experience.

GLOSSARY

Coherence – The quality achieved when all the ideas are clearly arranged and connected.

Elaboration – The words used to describe, persuade, explain, or in some way support the main idea; to be effective, details should be vivid, colorful, and appeal to the senses. Details can be descriptive, sensory, and/or reflective.

Grounded in the Occasion – The context of the piece is made clear and obvious throughout the piece.

Occasion – Context; the set of facts or circumstances that lead to reflection in a personal essay.

HINTS – A personal essay is not necessarily an essay about oneself, but rather one that relates an experience to ideas.

DRAFT September, 1999 **VERMONT NEW STANDARDS RUBRIC FOR**

REPORTS: WRITING TO INFORM

Standard 1.8 In written reports, students organize and convey information and ideas accurately and effectively.

Criteria	Score Point 5 Exceeds the Standards	Score Point 4 Accomplished Writing	Score Point 3 Intermediate Writing	Score Point 2 Basic Writing	Score Point 1 Limited Writing	Score Point 0 Unscorable
PURPOSE, STANCE **VOICE/TONE (Controlling Idea)** • Evidence of gathered information • Analysis of a situation followed by a suggested course of action • Prediction of possible outcomes of a situation • Appropriate stance • Anticipation of reader needs	**Meets all the criteria listed in score point 4 and uses strategies not always thought of for reporting information – e.g., personal anecdotes or dramatization impart information in an entertaining way.** Precise use of language conveys intent clearly and concisely. The writer may reflect on the significance of the information. Shows an exceptional awareness of readers' concerns and needs. May demonstrate an unusual pattern or framework in which to embed information. The writer is extremely selective in presenting information, including relevant material and excluding that which would clutter the report.	**A sense of purpose stated strongly or implied, unifies and focuses the report.** **Shows a clear sense of direction appropriate to its purpose.** **Stance is that of a knowledgeable person presenting relevant information (voice & tone).** **Context is clear throughout.**	**States controlling idea/focus but may not use it effectively to unify report.** Shows evidence of having a general rather than a focused purpose in presenting information. Stance is that of a person who has a desire to convey gathered information but sense of audience is vague (voice & tone). Establishes sufficient context.	**Defines subject with a simple statement rather than controlling idea/focus.** Conveys a lack of evident purpose. May be a monotone (voice & tone). May offer little context.	**May only state topic.** **Rarely conveys writer's intent.** Monotone (voice & tone). Stance is undeveloped. Seems unaware of reader concerns or needs; no context.	**Score Point 0 Unscorable** There is no evidence of an attempt to write a report.
ORGANIZATION AND COHERENCE • Appropriate patterns: chronological; historical; specific to general; general to specific; causal; sequential; other, appropriate for specific report • Overall coherence		**Organized in a pattern or framework suited to purpose, audience, and context.** **Strong overall coherence and balance; uses transitions. Tight construction without extraneous material.** **Compelling opening, strong informative body, and satisfying conclusion (organization).**	Generally uses a predictable pattern. Has overall coherence; uses some transitions. Clear beginning, middle, and end; may provide considerable information.	Usually shows an organized plan but may have digressions. Has general coherence, stays on topic but may show weak transitions between paragraphs or sentences. May have a lengthy opening and abrupt closure; may present random bits of information.	Shows little or no evidence of purposeful organization. May lack coherence; no transitions.	
ELABORATION STRATEGIES, DETAILS • Using specific, concrete strategies • Comparing, contrasting • Naming, describing • Reporting conversation • Reviewing the history • Explaining the possibilities • Creating a scenario		**Uses a variety of elaboration strategies effectively and appropriately; cites references as needed.** **Details are relevant to the topic, purpose, and audience.** **Provides depth of information.**	General information, not well supported by concrete examples. Some information may be irrelevant.	Relies on general rather than specific details. May use irrelevant details, often presented in a list. May rely on opinion rather than facts.	Random, disconnected, and/or unfocused opinions with some scattered facts. Presents very little information.	

REPORTS

Reports: Standard 1.8 In written reports, students organize and convey information and ideas accurately and effectively. This is evident when students: (PreK – 4) **a.** Analyze a situation based on information gathered, and suggest a course of action based on the information; **b.** Discuss a situation or problem, then predict its possible outcomes based on information gathered; **c.** Engage the reader and develop a controlling idea; **d.** Use appropriate organizing structures; **e.** Use a range of appropriate elaboration strategies such as including appropriate facts and details, describing the subject, or narrating a relevant anecdote (5 – 8) **f.** Organize information gathered through reading, interviews, questionnaires, and experiments so that a reader can easily understand what is being conveyed; **g.** Establish an authoritative stance on a subject, and appropriately identify and address the reader's need to know; **h.** Include appropriate facts and details, excluding extraneous and inappropriate information; **i.** Develop a controlling idea that conveys a perspective on the subject; (9 – 12) **j.** Use a variety of strategies to develop the report;
k. Organize text in a framework appropriate to purpose, audience, and context.

REPORTS – Writing that results from gathering, investigating, and organizing facts and thoughts on a topic.

GLOSSARY

Citations – Acknowledgment and documentation of sources of information.

Context -The set of facts or circumstances surrounding an event or a situation.

Coherence – The arrangement of ideas in such a way that the reader can easily follow from one point to another. Quality writing is achieved when all ideas are logically integrated, arranged, connected, and clearly articulated.

Controlling Idea – This is the main idea that runs throughout the paper.

Elaboration – The development and expansion of ideas, characters, and descriptions by adding the right details; to be effective, details should be vivid, colorful, and appeal to the senses. Details can be descriptive, sensory, and/or reflective.

Focus – The concentration on a specific topic to give it emphasis or clarity.

Monotone – Writing that is without style, manner, or color. It reflects a sameness of words and tone without variation and becomes monotonous to read.

Purpose – The basic purpose of a report is to inform readers, to share facts, details, insights and conclusions about the topic.

Stance – The attitude or position of the author.

Thesis- A statement of the purpose, intent, or main idea. It is the writer's unifying, controlling idea about a topic. A thesis statement usually contains two main elements: a subject (internet) and the specific stance, feeling, or feature (the internet is a valuable research tool).

Tone – The writer's attitude toward the subject. Reports often have a serious, authoritative tone.

Topic – The subject covered in a piece of writing.

Transitions – Words or phrases that help tie ideas together; e.g., However, On the other hand, Since, First, etc.

HINTS:

A report should not be an "everything you wanted to know about…" paper. It should have a topic with a controlling idea/focus that controls the entire work.

DRAFT September,1999 **VERMONT NEW STANDARDS RUBRIC FOR**

NARRATIVE WRITING: WRITING TO TELL A STORY

Standard 1.9 In written narratives, students organize and relate a series of events, fictional or actual, in a coherent whole.

Criteria	Score Point 5 Exceeds the Standards	Score Point 4 Accomplished Writing	Score Point 3 Intermediate Writing	Score Point 2 Basic Writing	Score Point 1 Limited Writing	Score Point 0 Unscorable
CONTEXT, PURPOSE • Establishes situation, point of view, conflict, and plot, as necessary	**Score point 5 meets all the criteria in score point 4. In addition, a paper receiving this score renders a particularly dramatic recreation of events.** **Shows insight into the characters' motivation and the significance of the events (purpose).**	**Establishes the situation by setting the action of the story within a clearly defined time and place (purpose).** **Presents main characters effectively.** **Maintains clear topic and focus (purpose).** **Narrator may reflect on the importance of events (purpose).**	Establishes adequate context. Presents characters in a somewhat stereotypical fashion. Relies on a narrow range of strategies to develop story line.	May give vague sense of context (purpose). Identifies characters. Establishes story topic; attempts focus (purpose).	Little or no context presented (purpose). May list characters. Presents topic; no focus.	There is no evidence of an attempt to write a narrative piece.
NARRATIVE STRATEGIES: VOICE /TONE AND ELABORATION (Details) • Showing the character in action • Using dialogue to reveal character and advance action • Dramatizing scenes • Managing time through straightforward chronology, flashbacks, episodes and transition, or foreshadowing • Providing character motivation • Developing suspense	**Uses lively and concrete language; e.g., similes and metaphors (detail/ voice & tone).** **Some language and images may invite readers to reflect on the significance of the events (voice & tone).**	**Creates a believable world, real or fictional, developing action by dramatizing rather than telling what happens (detail).** **Develops characters through effective use of dialogue, action, behavior, or relationships with other characters (detail).** **Shows character growth or change or comments on significance of experience.** **Relevant, concrete details enable readers to imagine the world of the story or experience.**	Some strategies, such as dialogue, used with effectiveness (detail). Some details may be generic, but they advance action and describe characters' personalities and actions. Generally uses predictable language (voice & tone). May vary sentence length and type (voice & tone).	May use some dialogue (detail). May have problems with pacing. May list rather than develop relevant detail or character traits. Characters are often stereotypes, lacking motivation (detail). Some inappropriate word choices (voice & tone). Little variety of sentence structure or length (voice & tone).	May list some generic details in haphazard order. May not describe characters (detail). Little attention to word choice (voice & tone). Usually short, simple sentences (voice & tone).	
ORGANIZATION AND COHERENCE	**Reveals a strong individual voice.** **Uses a variety of sentence structures and length purposefully (voice & tone).**	**Organized in a dramatic /effective way.** **Has an engaging beginning and moves through a series of events to a logical, satisfying ending (organization).**	Presents characters and events in such a way that readers can easily follow the story line (organization). Has a clear beginning, middle, and end. Ending may rely on external events rather than on characters' decisions or actions.	Relies on straightforward "and then" chronology (organization). May lack effective beginning and/or ending or have an abrupt conclusion (organization). May present characters and the sequence of events in a predictable way (organization).	May have major gaps in coherence.	

This rubric is adapted from materials created by the New Standards Project.

NARRATIVES

Narratives: Standard 1.9 In written narratives, students organize and relate a series of events, fictional or actual, in a coherent whole. This is evident when students: (PreK-4) **a.** Recount in sequence several parts of an experience or event, commenting on their significance and drawing a conclusion from them; or create an imaginative story with a clear story line in which some events are clearly related to the resolution of a problem; **b.** Use dialogue and/or other strategies appropriate to narration; **c.** Select details consistent with the intent of the story, omitting extraneous details; (5-8) **d.** Establish a situation/plot, point of view, setting and conflict; **e.** Develop characters through action, speech, relationships to others, etc; **f.** Use a range of narrative strategies; (9 – 12) **g.** Engage readers by creating a context that makes clear the significance of the story and of its central idea or tension; **h.** Control both movement (chronology) and the pace of the story; **i.** Effectively use a range of narrative strategies; **j.** Effectively use dialogue; and **k.** Unify all narrative aspects of the story.

NARRATIVES – Writing that tells a story or recounts an event.

GLOSSARY

Coherence – The arrangement of ideas in such a way that the reader can easily move from one point to another. When all ideas are arranged and connected, a piece of writing has coherence.

Context -The set of facts or circumstances surrounding an event or a situation in a piece of literature.

Elaboration – The words used to describe, persuade, explain, or in some way support the main idea; to be effective details should be vivid, colorful, and appeal to the senses. Details can be descriptive, sensory, and/or reflective.

Focus – The concentration on a specific topic to give it emphasis or clarity.

Pacing – The rate of movement and action of the story. The story may take a long time to build to the climax or end abruptly.

Stereotype – A pattern or form that does not change. A character is "stereotyped" if she or he has no individuality and fits a mold.

Tone – The overall feeling or effect created by a writer's attitude and use of words. This feeling may be serious, mock-serious, humorous, sarcastic, solemn, objective, etc.

Topic – The specific subject covered in a piece of writing**.**

Voice – The style and quality of the writing. Voice portrays the author's personality or the personality of a chosen persona. A distinctive voice establishes personal expression and enhances the writing.

HINTS – A narrative piece usually focuses on the experience and occasion, plot, setting, characters, problem solving, and resolution. However, in 8th grade and above, a narrative may have, and is usually more effective with, some reflection.

DRAFT September, 1999 **VERMONT NEW STANDARDS RUBRIC FOR**

PROCEDURES: WRITING TO DIRECT OR INSTRUCT

Standard 1.10 In written procedures, students relate a series of steps that a reader can follow.

Criteria	Score Point 5 Exceeds the Standards	Score Point 4 Accomplished Writing	Score Point 3 Intermediate Writing	Score Point 2 Basic Writing	Score Point 1 Limited Writing	Score Point 0 Unscorable
CONTEXT • Present context (purpose & detail) • Anticipate reader needs (purpose & detail)	Meets all the criteria listed in score point 4. In addition, a paper receiving this score presents the steps in an unusually effective way. Imaginative strategies (e.g., placement of text, use of charts, pictures, or analogies) enable reader understanding. Not only clear and logical but attractive and inviting. By depicting rather than just telling, this paper appeals to different styles of processing information – visual, verbal, metaphoric – and enables readers to execute the procedure successfully.	**Sets context; presents enough information so that readers know when the procedure is appropriate (purpose & detail).** **Anticipate readers' needs; e.g., provides description and list of materials to be used, or indicates conditions for use (detail).**	Contextual information is thin (purpose & detail). Provides materials that user will need but may not adequately indicate necessary conditions for use (detail).	Context may be missing (purpose & detail). Provides materials that user will need but does not include statements about necessary conditions for use (detail).	Presents no context. May give list of materials.	There is no evidence of an attempt to write a procedure piece.
ORGANIZATION • Delineate steps in procedure • Provide transitions between steps • Conclude		**Organizes the steps of procedure clearly and logically.** **Provides clear transitions between steps.** **Conclusion advances reader's understanding or appreciation of the process (organization).**	Organizes the steps of procedure clearly and logically. Uses some appropriate transitions. Conclusion may be weak (organization).	Steps for carrying out the procedure may not be clear. Transitions may be missing. Minimal closure (organization).	Steps for carrying out the procedure are incomplete or unclear. Transitions are missing or used inappropriately. Simply stops; no closure (organization).	
PRESENTATION STRATEGIES • White space, headers • Graphics • Paragraphing, Blocking • Stance (voice/tone) • Imagery, examples, analogies (details)		**Format makes the steps easily accessible, using such strategies as paragraphing, blocking, white space, graphics.** **Tone is appropriate for the anticipated user.** **Apt examples, imagery, and/or analogies help the reader visualize and understand the process (detail).**	Format makes the steps easy to follow. Tone is appropriate for the anticipated user. Some examples, imagery, and/or analogies help the reader visualize and understand the process (detail).	Format makes the steps somewhat difficult for the reader to follow. Seems to have no particular user in mind (voice & tone). Few or no images and/or analogies to help the reader visualize and understand the process (detail).	Little evidence of accommodating reader needs; i.e., no use of white space, headers, graphics, etc.	

**If procedure is not appropriately complex (Vt. standard 2.3), its score is lowered one score point below the rubric language it most closely matches.*

This rubric is adapted from materials created by the New Standards Project.

PROCEDURES

Procedures: Standard 1.10 In written procedures, students relate a series of steps that a reader can follow. This is evident when students: (PreK – 4) **a.** Organize the steps of a procedure clearly and logically so the reader can follow them; **b.** Use words, phrases, and sentences to establish clear transitions between steps;(5 – 8) **c.** Provide instructions for the successful completion of an appropriately complex set of actions; **d.** Anticipate what a reader needs to know in order to follow the procedures; **e.** Make use, when necessary, of appropriate graphics to support text; (9 – 12) **cc.** Uses a variety of strategies and media (e.g., headers, graphics, tone, imagery) to ensure the message is user-friendly.

PROCEDURES - Writing a procedure is writing to explain a process, to inform an audience of how to do something. A procedure piece presents the steps of the process in a clear, logical, easy-to-follow manner; includes all necessary steps; and defines any terms the audience may not know.

GLOSSARY

Context – The set of facts or circumstances surrounding an event or a situation in a piece of literature. The context is a sentence or two that explains the "why" or necessity of learning this procedure. It may explain the value of the skill.

Detail – Words used to explain the process and in some way support the central idea. Details in a procedure piece should include materials needed and the condition or use of these materials, definitions of words or jargon that may not be familiar to the audience. Imagery and analogies often enhance a reader's understanding.

Format - The arrangement and general makeup of the piece. This may include such presentation strategies as paragraphs, blocking, additional white spaces, numbering, etc.

Purpose - The specific reason for writing; the goal of the writing. In this case, the reason would be to explain how to do something.

Tone – The overall feeling or effect created by a writer's attitude and use of words. This feeling may be serious, mock-serious, humorous, sarcastic, solemn, objective, etc.

HINTS:

Following and giving directions are important life skills. Washing clothes, making a bed, rebuilding an engine are all skills that require practice. A procedure piece should be on a process that a reader can replicate (How To Wash Clothes, How To Make a Bed, etc.); it should not explain how to achieve a state of being (How to Love Your Bunny, How to Dump Your Boyfriend, How to Be a Friend to Your Parent).

Closure in a good procedure piece will advance the reader's knowledge or understanding of the procedure. It may restate the advantages or include further hints.

"How-to" papers can incorporate class trips. For example: A class trip to the post office may inspire How To Mail A Letter, and a trip to a cheese factory, How To Make Cheese. Procedures are also a great opportunity for English-language learners to share their cultures with a class. For example: How to celebrate Chanukah, the Mexican Day of the Dead, Brazilian Carnival, or even eat spaghetti the proper way.

The procedure section of a science lab report may be used, but must contain context and anticipate readers' need to know (Ex: The water will be extremely hot.).