



**ONLINE
8.1**

Rubric

	5 (highest)	4	3	2	1 (lowest)
Ideas/ Content	Clear, focused, and interesting. Holds the reader's attention. Relevant detail enriches the central idea.	Clear and focused, but not as interesting as a top-scoring paper. Support could be stronger.	Clear and focused, though may not be captivating. Support is attempted but may be limited or out of balance with main ideas.	May have a focus but lacks clarity or changes midpaper. Details may not directly support the main ideas.	The paper lacks a central idea or purpose or forces the reader to make inferences based on very sketchy details.
Organization	Organization enhances the central idea or theme. The structure is compelling, moving the reader through the text.	The organization is clear but perhaps formulaic.	The reader can readily follow what's being said, but the overall organization may sometimes be ineffective or too obvious.	At times, the reader has difficulty following the ideas because of lapses in organization.	Organization is haphazard and disjointed. The writing lacks direction, with ideas, details, or events strung together helter-skelter.
Voice	The writer speaks directly to the reader in a way that is individualistic and engaged. Clearly the writer is involved and is writing to be read.	The reader senses the person behind the words. It is engaging but not as expressive as a top-scoring essay.	The writer seems sincere but not fully involved in the topic. The result is pleasant, acceptable, sometimes even personable, but not compelling.	Voice is inconsistent. At times the writer seems engaged in the topic, and at other times, not.	The writer seems indifferent, uninvolved, or dispassionate. The writing is flat, lifeless, stiff, or mechanical. It may be overly technical or jargonistic.

(Continues)

	5 (highest)	4	3	2	1 (lowest)
Word Choice	Words convey the intended message in an interesting, precise, and natural way. The writing is full and rich, yet concise.	Writer shows a competent command of diction. Words are sometimes carefully chosen.	The language is quite ordinary, but it does convey the message. Often the writer settles for what's easy, producing a "generic" paper.	For the most part, word choice is sufficient to convey the message, but at times choices are incorrect.	Vocabulary is limited and so vague that only a general message comes through. Writer gropes for words to convey meaning.
Sentence Structure	Writing has an easy flow and rhythm. Sentences are well built, with strong, varied structure that makes for expressive oral reading.	Sentences are correct and varied but not carefully constructed to showcase the meaning.	Sentences are mechanical rather than fluid, lacking rhythm or grace. Some awkward constructions force the reader to slow down or reread.	Lapses in correct sentence structure are beginning to impede the reader's understanding of the text.	The paper is difficult to follow or read aloud. Sentences tend to be choppy, incomplete, rambling, irregular, or just very awkward.
Writing Conventions	Conventions are used effectively to enhance meaning. Errors are so minor that the reader can easily skim over them.	Competent command of language, but some errors keep this essay from being a top-scoring essay.	Writing convention errors begin to impair readability. Errors do not block meaning but tend to be distracting.	Errors in writing convention begin to impede meaning.	Numerous errors in conventions repeatedly distract the reader and make the text difficult to read.