

## WRITING Standards of Learning Rubric for Grade 8: Three Domains

		4 Consistent control (but not perfect)	3 Reasonable control (some features better controlled than others)	2 Inconsistent control (control of several features but not of others — “losing it”)	1 Little or no control
<b>Composing</b>	<b>Central idea</b>	Central idea is sharply focused, narrowed by elaboration.	Central idea is present and focused by purposeful elaboration	Central idea may be present, or several ideas may compete.	Central idea is lacking, usually.
	<b>Elaboration</b>	Full: details in sentences; illustrations, examples, reasons, and/or anecdotes within paragraphs	Purposeful and found at both sentence and paragraph levels (occasional thinness of elaboration)	Little or no elaboration; or a few brief details, underdeveloped statements	Sparse or not purposeful elaboration; bare statement the norm
	<b>Organization</b>	Strong: minor lapses don't detract; narrative organization has no lapses, but other modes may.	Reasonable: minor lapses don't detract significantly; narrative organization is generally intact; other modes may lapse somewhat, although overall plan is apparent.	Very little apparent organization; there may be a list of general statements, or an underdeveloped explanation, or skeleton of a narrative.	Often not present; writing jumps from point to point; sentences can be rearranged without changing meaning.
	<b>Unity</b>	Opening and closing present (more than mere repetition); consistent point of view; appropriate transitions; no digressions	Few, if any, digressions; few if any, point of view shifts; introduction and closing present but not sophisticated; transitions purposefully used	Opening and closing may be present; closing may be contrived, fake, or trite; significant digressions; unity not fully created because of lack of logically elaborated central idea	There may be some functional transitions or no digressions, but unity is never created.

		4 Consistent control (but not perfect)	3 Reasonable control (some features better controlled than others)	2 Inconsistent control (control of several features but not of others — “losing it”)	1 Little or no control
<b>Written Expression</b>	<b>Vocabulary</b>	Precise words create images in reader's mind due to careful choice of words and avoiding anemic, vague words.	Specific, but a few vague or anemic words may be present.	Imprecise, bland vocabulary	Imprecise, bland, vague, general, or repetitive vocabulary
	<b>Information</b>	Precise and even information presentation creates images in the reader's mind; figurative language is purposeful.	Specific information present, making the message clear, but there may be a few general statements; some figurative language may be present.	General information presentation is uneven or tells everything that the writer knows.	Imprecise, bland, vague, or repetitive information
	<b>Voice</b>	Strong: enhanced by word choice and information given	Easily discernible, except when general information or vague, functional vocabulary is used	Emerges seldom or only when specific vocabulary and specific information amplify it.	Does not emerge because specific vocabulary and information are not present.
	<b>Tone</b>	Purposeful	Flattens when information and vocabulary are not specific	Rarely emerges due to lack of specific vocabulary and information	Rarely emerges
	<b>Rhythm</b>	Effective, purposefully varied sentence structure; modifiers and subordination are effectively embedded.	Smooth rhythm due to sentence variety and structure, but an occasional awkward construction may diminish it in places.	Sentence beginnings or types not very varied, although an occasional rhythmic cluster of sentences may be present.	Sentence variety lacking; several extremely awkward sentence constructions may be present.

<b>Usage and Mechanics</b>	<b>Sentence formation</b>		<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	
		<b>Standard word order</b>	All	Most	Sometimes	Seldom	
		<b>*On-and-on sentences</b>	Rare	Rare	Some	Many	
		<b>Complete sentences</b>	All	All	Some	Few	
		<b>*Run-on sentences</b>	Rare	Rare	Some	Many	
		<b>Comma-spliced sentences</b>	Rare	Some	Some	Many	
	<b>Usage</b>	<b>Inflections</b>	<ul style="list-style-type: none"> <li>• Verb tense</li> <li>• *Plurals</li> <li>• *Possessives</li> <li>• *Adverbs -ly</li> <li>• *Comparison forms adjective and adverb</li> </ul>	Consistently correct	Usually correct	Errors occur	Errors overwhelm
		<b>Agreement</b>		Consistently correct	Usually correct	Errors occur	Errors overwhelm
		<b>Word meaning</b>		Consistently correct	Usually correct	Errors occur	Errors overwhelm
		<b>Conventions</b>		<ul style="list-style-type: none"> <li>• *Double negative</li> <li>• <i>A/an</i></li> <li>• *Compound subject <i>I</i></li> <li>• <i>Good/well</i></li> <li>• *<i>Them/those</i></li> <li>• *<i>a/an</i></li> </ul>	<ul style="list-style-type: none"> <li>• *First word in sentence</li> <li>• *Proper nouns</li> <li>• *Compound subject <i>I</i></li> <li>• *Proper adjectives</li> </ul>	<ul style="list-style-type: none"> <li>• *First word in sentence</li> <li>• *Proper nouns</li> <li>• *Compound subject <i>I</i></li> <li>• *Proper adjectives</li> </ul>	<ul style="list-style-type: none"> <li>• *First word in sentence</li> <li>• *Proper nouns</li> <li>• *Compound subject <i>I</i></li> <li>• *Proper adjectives</li> </ul>
		<b>Capitalization</b>					
	<b>Mechanics</b>	<b>Formatting</b>	<ul style="list-style-type: none"> <li>• Paragraph</li> <li>• *Letter</li> </ul>	Consistently correct	Usually correct	Errors occur	Errors overwhelm
		<b>*End punctuation (. ? !)</b>		Consistently correct	Usually correct	Errors occur	Errors overwhelm
		<b>Internal punctuation</b>		<ul style="list-style-type: none"> <li>• *Commas in a series</li> <li>• *Quotations around dialogue</li> <li>• Interrupters</li> <li>• *Abbreviations</li> </ul>	<ul style="list-style-type: none"> <li>• Common words including Dolch words</li> <li>• Pattern words</li> <li>• Homophones</li> <li>• *Apostrophes in contractions</li> </ul>	<ul style="list-style-type: none"> <li>• Common words including Dolch words</li> <li>• Pattern words</li> <li>• Homophones</li> <li>• *Apostrophes in contractions</li> </ul>	<ul style="list-style-type: none"> <li>• Common words including Dolch words</li> <li>• Pattern words</li> <li>• Homophones</li> <li>• *Apostrophes in contractions</li> </ul>
		<b>*Spelling</b>					

\* items noted as important by Judy Self (VDOE original document 2004)