

Chapter 1 Rubric

Describing a Childhood Treasure

	MESSAGE
	Organization 3 Description of childhood treasure is arranged logically and conveys why object is considered a treasure. 2 Description of childhood treasure conveys why object is a treasure. 1 Description of childhood treasure lacks logic and does not convey why object is a treasure.
	Details 3 Details are specific and well chosen and help reader <i>see</i> the treasure. 2 Details are adequate but not engaging. 1 More details are needed for clarity, or too many details obscure the description.
	Information 3 Description answers major reader questions about the treasure. 2 Description answers some reader questions about the treasure. 1 Description does not answer reader questions about the treasure.
_____	MESSAGE SCORE

	MECHANICS
	Grammar/Usage 3 Writer displays a command of subject-verb relationships, correct verb forms, and complete sentences. 2 Writer demonstrates a basic understanding of subject-verb relationships, correct verb forms, and complete sentences. 1 Writer makes errors in subject-verb relationships, verb forms, or complete sentences.
	Spelling 3 Writer uses and spells words above grade level. 2 Writer spells words on grade level. 1 Writer misspells grade-level words.
	Capitalization/Punctuation 3 Writer demonstrates a command of grade-level capitalization and punctuation. 2 Writer demonstrates an understanding of grade-level capitalization and punctuation. 1 Writer misuses grade-level capitalization or punctuation.
_____	MECHANICS SCORE
_____	TOTAL SCORE (Message plus Mechanics)

A 16-18

B 13-15

C 10-12

D 7-9

F 4-6

Overall this writing . . .

Chapter 2 Rubric

Making a Timeline

	MESSAGE
	Topic 3 Timeline includes events, people, and/or places of lasting importance. 2 Timeline includes events, people, and/or places of minimal importance. 1 Timeline includes events, people, and/or places that seem to have no importance.
	Organization 3 Timeline includes 8-12 events, people, and/or places in chronological order. 2 Timeline either includes the requisite number of events, people, and/or places or places events, people, and/or places in chronological order. 1 Timeline neither includes the requisite number of events, people, and/or places nor places them in chronological order.
	Content 3 Explanations and captions are brief and to the point. 2 Explanations and captions are brief but unfocused. 1 Explanations and captions are lengthy and unfocused.
_____	MESSAGE SCORE

	MECHANICS
	Grammar/Usage 3 Writer displays a command of subject-verb relationships, correct verb forms, and complete sentences. 2 Writer demonstrates a basic understanding of subject-verb relationships, correct verb forms, and complete sentences. 1 Writer makes errors in subject-verb relationships, verb forms, or complete sentences.
	Spelling 3 Writer uses and spells words above grade level. 2 Writer spells words on grade level. 1 Writer misspells grade-level words.
	Capitalization/Punctuation 3 Writer demonstrates a command of grade-level capitalization and punctuation. 2 Writer demonstrates an understanding of grade-level capitalization and punctuation. 1 Writer misuses grade-level capitalization or punctuation.
_____	MECHANICS SCORE
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A 16-18

B 13-15

C 10-12

D 7-9

F 4-6

Overall this writing . . .

Chapter 3 Rubric

Writing an Autobiography

	MESSAGE
	Purpose 3 Writer tells an autobiographical story including unique experiences and universal emotions. 2 Writer tells an autobiographical story. 1 Writer does not tell an autobiographical story.
	Organization 3 Story has three paragraphs, is unified thematically, and shows logical progression. 2 Story has three paragraphs and a beginning, middle, and end. 1 Story has fewer or more than three paragraphs; events do not follow logically or thematically.
	Details 3 Story has many clarifying details that make the experience seem real. 2 Story has specific details but may include too much information. 1 Story is vague or general.
	MESSAGE SCORE

	MECHANICS
	Grammar/Usage 3 Writer displays a command of subject-verb relationships, correct verb forms, and complete sentences. 2 Writer demonstrates a basic understanding of subject-verb relationships, correct verb forms, and complete sentences. 1 Writer makes errors in subject-verb relationships, verb forms, or complete sentences.
	Spelling 3 Writer uses and spells words above grade level. 2 Writer spells words on grade level. 1 Writer misspells grade-level words.
	Capitalization/Punctuation 3 Writer demonstrates a command of grade-level capitalization and punctuation. 2 Writer demonstrates an understanding of grade-level capitalization and punctuation. 1 Writer misuses grade-level capitalization or punctuation.
	MECHANICS SCORE
	TOTAL SCORE (Message plus Mechanics)

A 16-18

B 13-15

C 10-12

D 7-9

F 4-6

Overall this writing . . .

Chapter 4 Rubric

Designing a Travel Brochure

	MESSAGE
	Purpose 3 Brochure uses words and pictures to make an attractive and persuasive piece. 2 Brochure uses words and pictures to make a persuasive piece. 1 Brochure is not persuasive.
	Organization 3 Front panel picture and copy attract reader's attention, and inside panels include appropriate additional information presented in an interesting format. 2 Front panel has both picture and copy; inside panels include additional information and pictures. 1 Front panel is lacking picture or copy; inside panels lack additional information or pictures.
	Neatness 3 Brochure exhibits thoughtful design choices and contains eye-catching pictures. 2 Brochure contains pictures and information about the destination. 1 Brochure is sloppy with little or no apparent planning.
_____	MESSAGE SCORE

	MECHANICS
	Grammar/Usage 3 Writer displays a command of subject-verb relationships, correct verb forms, and complete sentences. 2 Writer demonstrates a basic understanding of subject-verb relationships, correct verb forms, and complete sentences. 1 Writer makes errors in subject-verb relationships, verb forms, or complete sentences.
	Spelling 3 Writer uses and spells words above grade level. 2 Writer spells words on grade level. 1 Writer misspells grade-level words.
	Capitalization/Punctuation 3 Writer demonstrates a command of grade-level capitalization and punctuation. 2 Writer demonstrates an understanding of grade-level capitalization and punctuation. 1 Writer misuses grade-level capitalization or punctuation.
_____	MECHANICS SCORE
_____	TOTAL SCORE (Message plus Mechanics)

A 16-18

B 13-15

C 10-12

D 7-9

F 4-6

Overall this writing . . .

Chapter 5 Rubric

Reporting a Story

	MESSAGE
	Purpose 3 Writer tells a well-developed news story. 2 Writer tells a news story. 1 Writer does not tell a news story.
	Organization 3 Story is unified and shows logical progression through a lead, body, and conclusion. 2 Story has a lead, body, and conclusion. 1 Events do not follow logically.
	Lead 3 Lead answers the five <i>W</i> questions— <i>who? what? when? where? why?</i> —or makes effective use of the suspended lead if appropriate. 2 Lead supplies most of the necessary information or ineffectively uses the suspended lead. 1 Lead does not supply the necessary information or inappropriately uses the suspended lead.
	Research 3 Story evidences ethical and thorough research. 2 Story evidences moderate research. 1 Story evidences little or no research.
	MESSAGE SCORE

	MECHANICS
	Grammar/Usage 3 Writer displays a command of subject-verb relationships, correct verb forms, and complete sentences. 2 Writer demonstrates a basic understanding of subject-verb relationships, correct verb forms, and complete sentences. 1 Writer makes errors in subject-verb relationships, verb forms, or complete sentences.
	Spelling 3 Writer uses and spells words above grade level. 2 Writer spells words on grade level. 1 Writer misspells grade-level words.
	Capitalization/Punctuation 3 Writer demonstrates a command of grade-level capitalization and punctuation. 2 Writer demonstrates an understanding of grade-level capitalization and punctuation. 1 Writer misuses grade-level capitalization or punctuation.
	MECHANICS SCORE
	TOTAL SCORE (Message plus Mechanics)

A 19-21

B 16-18

C 13-15

D 10-12

F 7-9

Overall this writing . . .

Chapter 6 Rubric

Finishing a Story

	MESSAGE
	Theme 3 Ending includes a well-developed theme that accurately portrays good and evil. 2 Conclusion accurately portrays good and evil. 1 Conclusion inaccurately portrays good and evil.
	Conflict Resolution 3 Ending resolves the conflict of the story beginning and supplies a solution. 2 Ending fits the story beginning. 1 Ending is unclear or does not fit the story beginning.
	Details 3 Details help reader to experience story with the character(s). 2 Details are appropriate. 1 Details are dull and inappropriate.
_____	MESSAGE SCORE

	MECHANICS
	Grammar/Usage 3 Writer displays a command of subject-verb relationships, correct verb forms, and complete sentences. 2 Writer demonstrates a basic understanding of subject-verb relationships, correct verb forms, and complete sentences. 1 Writer makes errors in subject-verb relationships, verb forms, or complete sentences.
	Spelling 3 Writer uses and spells words above grade level. 2 Writer spells words on grade level. 1 Writer misspells grade-level words.
	Capitalization/Punctuation 3 Writer demonstrates a command of grade-level capitalization and punctuation. 2 Writer demonstrates an understanding of grade-level capitalization and punctuation. 1 Writer misuses grade-level capitalization or punctuation.
_____	MECHANICS SCORE
_____	TOTAL SCORE (Message plus Mechanics)

A 16-18

B 13-15

C 10-12

D 7-9

F 4-6

Overall this writing . . .

Chapter 7 Rubric

Writing a Character Profile

	MESSAGE
	Content 3 Profile is a summary that includes the character's most prominent traits. 2 Profile succeeds in creating a broad picture. 1 Profile does not succeed in creating a picture.
	Method 3 Profile uses dialogue and brief descriptions of actions to reveal personality and character qualities. 2 Profile summarizes character qualities. 1 Profile is vague and unclear or is overly specific.
	Opening/Conclusion 3 Opening grabs reader's attention, and conclusion leaves no unanswered questions. 2 Opening addresses subject matter; conclusion merely ends the profile. 1 Profile contains no clear opening or conclusion, leaving reader with unanswered questions.
_____	MESSAGE SCORE TOTAL SCORE (Message plus Mechanics)

	MECHANICS
	Grammar/Usage 3 Writer displays a command of subject-verb relationships, correct verb forms, and complete sentences. 2 Writer demonstrates a basic understanding of subject-verb relationships, correct verb forms, and complete sentences. 1 Writer makes errors in subject-verb relationships, verb forms, or complete sentences.
	Spelling 3 Writer uses and spells words above grade level. 2 Writer spells words on grade level. 1 Writer misspells grade-level words.
	Capitalization/Punctuation 3 Writer demonstrates a command of grade-level capitalization and punctuation. 2 Writer demonstrates an understanding of grade-level capitalization and punctuation. 1 Writer misuses grade-level capitalization or punctuation.
_____	MECHANICS SCORE TOTAL SCORE (Message plus Mechanics)

A 16-18

B 13-15

C 10-12

D 7-9

F 4-6

Overall this writing . . .

Chapter 8 Rubric

Writing an Ad for a Table Game

	MESSAGE
	Purpose 3 Ad includes specific and unique selling points about the game. 2 Ad includes game's selling points. 1 Ad includes only a description of the game.
	Audience 3 Ad appeals to the target audience. 2 Ad assumes an audience. 1 Ad does not address a particular audience.
	Content 3 Ad briefly describes how to play the game and what the object of the game is. 2 Ad describes either how to play the game or what the object of the game is. 1 Ad discusses the game generally.
_____	MESSAGE SCORE

	MECHANICS
	Grammar/Usage 3 Writer displays a command of subject-verb relationships, correct verb forms, and complete sentences. 2 Writer demonstrates a basic understanding of subject-verb relationships, correct verb forms, and complete sentences. 1 Writer makes errors in subject-verb relationships, verb forms, or complete sentences.
	Spelling 3 Writer uses and spells words above grade level. 2 Writer spells words on grade level. 1 Writer misspells grade-level words.
	Capitalization/Punctuation 3 Writer demonstrates a command of grade-level capitalization and punctuation. 2 Writer demonstrates an understanding of grade-level capitalization and punctuation. 1 Writer misuses grade-level capitalization or punctuation.
_____	MECHANICS SCORE
_____	TOTAL SCORE (Message plus Mechanics)

A 16-18

B 13-15

C 10-12

D 7-9

F 4-6

Overall this writing . . .

Chapter 9 Rubric

Writing Photo Captions

	MESSAGE
	Purpose 3 Captions record selective information (informative); or contain a universal theme, a grain of truth, and a surprise meaning (humorous). 2 Captions record information (informative); or contain at least two of the following: a universal theme, a grain of truth, and a surprise meaning (humorous). 1 Captions make general statements (informative); or do one or none of the following: a universal theme, a grain of truth, and a surprise meaning (humorous).
	Conciseness 3 Caption uses as few words as possible to convey meaning. 2 Caption is fairly brief. 1 Caption is wordy.
	Word Choice 3 Word choice is interesting and engaging. 2 Word choice is appropriate. 1 Word choice is dull or inappropriate.
	MESSAGE SCORE

	MECHANICS
	Grammar/Usage 3 Writer displays a command of subject-verb relationships, correct verb forms, and complete sentences. 2 Writer demonstrates a basic understanding of subject-verb relationships, correct verb forms, and complete sentences. 1 Writer makes errors in subject-verb relationships, verb forms, or complete sentences.
	Spelling 3 Writer uses and spells words above grade level. 2 Writer spells words on grade level. 1 Writer misspells grade-level words.
	Capitalization/Punctuation 3 Writer demonstrates a command of grade-level capitalization and punctuation. 2 Writer demonstrates an understanding of grade-level capitalization and punctuation. 1 Writer misuses grade-level capitalization or punctuation.
	MECHANICS SCORE
	TOTAL SCORE (Message plus Mechanics)

A 16-18

B 13-15

C 10-12

D 7-9

F 4-6

Overall this writing . . .

Chapter 10 Rubric

Creating a Photo Essay

	MESSAGE
	Purpose 3 Photo essay relates a message, an emotion, or a story with creativity and humor, using texts to enhance the pictures. 2 Photo essay relates a message, an emotion, or a story using both text and pictures. 1 Photo essay relates a message, an emotion, or a story using mostly text and/or inappropriate photos.
	Support 3 Title and captions are well chosen, carefully arranged, and expand the meaning of the pictures. 2 Title and captions give necessary information. 1 Title and captions are mundane or give unnecessary information.
	Neatness 3 Photos are arranged in an eye-catching and logical way. 2 Photos are arranged in correct sequence. 1 Photos are not arranged logically or do not tell the story.
_____	MESSAGE SCORE

	MECHANICS
	Grammar/Usage 3 Writer displays a command of subject-verb relationships, correct verb forms, and complete sentences. 2 Writer demonstrates a basic understanding of subject-verb relationships, correct verb forms, and complete sentences. 1 Writer makes errors in subject-verb relationships, verb forms, or complete sentences.
	Spelling 3 Writer uses and spells words above grade level. 2 Writer spells words on grade level. 1 Writer misspells grade-level words.
	Capitalization/Punctuation 3 Writer demonstrates a command of grade-level capitalization and punctuation. 2 Writer demonstrates an understanding of grade-level capitalization and punctuation. 1 Writer misuses grade-level capitalization or punctuation.
_____	MECHANICS SCORE
_____	TOTAL SCORE (Message plus Mechanics)

A 16-18

B 13-15

C 10-12

D 7-9

F 4-6

Overall this writing . . .

Chapter 11 Rubric

Writing Dialogue for a Painting

	MESSAGE
	Purpose 3 Dialogue is natural, logical, and interesting and relates directly to the painting. 2 Dialogue relates directly to the painting. 1 Dialogue seems somewhat unrelated or irrelevant to the painting.
	Character 3 Dialogue establishes background and helps define character by showing rather than telling. 2 Dialogue establishes background and/or helps define character. 1 Dialogue raises questions as to the background or characters in the painting.
	Word Choice 3 Word choice makes use of unusual words, dialect, and/or colloquialisms. 2 Word choice is interesting. 1 Word choice is careless or vague.
_____	Message Score

	MECHANICS
	Grammar/Usage 3 Writer displays a command of subject-verb relationships, correct verb forms, and complete sentences. 2 Writer demonstrates a basic understanding of subject-verb relationships, correct verb forms, and complete sentences. 1 Writer makes errors in subject-verb relationships, verb forms, or complete sentences.
	Spelling 3 Writer uses and spells words above grade level. 2 Writer spells words on grade level. 1 Writer misspells grade-level words.
	Capitalization/Punctuation 3 Writer demonstrates a command of capitalization and punctuation. 2 Writer demonstrates an understanding of capitalization and punctuation. 1 Writer misuses grade-level capitalization or punctuation.
_____	MECHANICS SCORE
_____	TOTAL SCORE (Message plus Mechanics)

A 16-18

B 13-15

C 10-12

D 7-9

F 4-6

Overall this writing . . .

Chapter 12 Rubric

Writing Explanations

	MESSAGE
	Purpose 3 Explanation includes only the necessary information and steps. 2 Explanation includes the necessary information and steps. 1 Explanation omits necessary information or steps.
	Clarity 3 Explanation is clear and concise. 2 Explanation is clear. 1 Explanation is wordy, imprecise, or repetitive.
	Workability 3 Action could be completed successfully by following the explanation. 2 Action could be completed with only minor difficulties by following the explanation. 1 Action could not be completed by following the explanation.
	Organization 3 Each step in the explanation is in the proper order. 2 Most steps in the explanation are in the proper order. 1 The order of the steps is confusing or misleading.
_____	MESSAGE SCORE

	MECHANICS
	Grammar/Usage 3 Writer displays a command of subject-verb relationships, correct verb forms, and complete sentences. 2 Writer demonstrates a basic understanding of subject-verb relationships, correct verb forms, and complete sentences. 1 Writer makes errors in subject-verb relationships, verb forms, or complete sentences.
	Spelling 3 Writer uses and spells words above grade level. 2 Writer spells words on grade level. 1 Writer misspells grade-level words.
	Capitalization/Punctuation 3 Writer demonstrates a command of grade-level capitalization and punctuation. 2 Writer demonstrates an understanding of grade-level capitalization and punctuation. 1 Writer misuses grade-level capitalization or punctuation.
_____	MECHANICS SCORE
_____	TOTAL SCORE (Message plus Mechanics)

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A 19-21

B 16-18

C 13-15

D 10-12

F 7-9

Overall this writing . . .

Chapter 13 Rubric

Scripting a Debate

	MESSAGE
	Purpose 3 Debate script anticipates opposition and addresses opponent's challenges. 2 Debate script shows awareness of opponent's challenges. 1 Debate script does not acknowledge opposition.
	Appeal 3 Persuasion evidences both logical and emotional appeal. 2 Persuasion evidences logical or emotional appeal. 1 Persuasion is illogical or unsupported.
	Presentation 3 Debate script is fair and clear. 2 Debate script is either fair or clear. 1 Debate script is neither fair nor clear.
	MESSAGE SCORE

	MECHANICS
	Grammar/Usage 3 Writer displays a command of subject-verb relationships, correct verb forms, and complete sentences. 2 Writer demonstrates a basic understanding of subject-verb relationships, correct verb forms, and complete sentences. 1 Writer makes errors in subject-verb relationships, verb forms, or complete sentences.
	Spelling 3 Writer uses and spells words above grade level. 2 Writer spells words on grade level. 1 Writer misspells grade-level words.
	Capitalization/Punctuation 3 Writer demonstrates a command of grade-level capitalization and punctuation. 2 Writer demonstrates an understanding of grade-level capitalization and punctuation. 1 Writer misuses grade-level capitalization or punctuation.
	MECHANICS SCORE
	TOTAL SCORE (Message plus Mechanics)

A 16-18

B 13-15

C 10-12

D 7-9

F 4-6

Overall this writing . . .

Chapter 14 Rubric

Writing a Book Report

	MESSAGE
	Purpose 3 Invitation compels the reader to read the book. 2 Invitation gives the reader basic facts about the book. 1 Invitation is ineffective because of unrelated and/or disconnected information.
	Format 3 Invitation cleverly presents the setting, characters, and plot and gives an opinion of the book. 2 Invitation lists the setting, characters, and plot and gives an opinion of the book. 1 Invitation lacks necessary information about the book.
	Audience Appeal 3 Invitation is verbally and visually appealing without distracting from content. 2 Invitation is easy to follow without distracting from content. 1 Invitation lacks necessary information about the book.
_____	MESSAGE SCORE

	MECHANICS
	Grammar/Usage 3 Writer displays a command of subject-verb relationships, correct verb forms, and complete sentences. 2 Writer demonstrates a basic understanding of subject-verb relationships, correct verb forms, and complete sentences. 1 Writer makes errors in subject-verb relationships, verb forms, or complete sentences.
	Spelling 3 Writer uses and spells words above grade level. 2 Writer spells words on grade level. 1 Writer misspells grade-level words.
	Capitalization/Punctuation 3 Writer demonstrates a command of grade-level capitalization and punctuation. 2 Writer demonstrates an understanding of grade-level capitalization and punctuation. 1 Writer misuses grade-level capitalization or punctuation.
_____	MECHANICS SCORE
_____	TOTAL SCORE (Message plus Mechanics)

A 16-18

B 13-15

C 10-12

D 7-9

F 4-6

Overall this writing . . .

Chapter 15 Rubric

Writing a Short Fable

	MESSAGE
	Purpose 3 Fable includes interesting animal characters that bring a moral to life. 2 Fable includes animal characters that tell a story with a moral. 1 Fable tells a story.
	Traits of the Fable 3 Fable adheres to the three traits of the genre. 2 Fable adheres to at least two of the traits of the genre. 1 Fable does not adhere to the traits of the genre.
	Word Choice 3 Details are vivid and specific. 2 Details are either vivid or specific. 1 Details are neither vivid nor specific.
	MESSAGE SCORE

	MECHANICS
	Grammar/Usage 3 Writer displays a command of subject-verb relationships, correct verb forms, and complete sentences. 2 Writer demonstrates a basic understanding of subject-verb relationships, correct verb forms, and complete sentences. 1 Writer makes errors in subject-verb relationships, verb forms, or complete sentences.
	Spelling 3 Writer uses and spells words above grade level. 2 Writer spells words on grade level. 1 Writer misspells grade-level words.
	Capitalization/Punctuation 3 Writer demonstrates a command of grade-level capitalization and punctuation. 2 Writer demonstrates an understanding of grade-level capitalization and punctuation. 1 Writer misuses grade-level capitalization or punctuation.
	MECHANICS SCORE TOTAL SCORE (Message plus Mechanics)

A 16-18

B 13-15

C 10-12

D 7-9

F 4-6

Overall this writing . . .

Chapter 16 Rubric

Writing an Essay Answer

	MESSAGE
	Purpose 3 Essay contains a clear, one-sentence thesis, good development, and an accurate restatement. 2 Essay contains a thesis, some development, and a restatement. 1 Essay does not contain the necessary elements.
	Development 3 Essay development shows a logical and effective arrangement of ideas. 2 Essay development shows good arrangement of ideas. 1 Essay development lacks good arrangement of ideas.
	Support 3 Essay includes excellent examples, comparison/contrast, or other support material. 2 Essay includes valid support material. 1 Essay includes inadequate support material.
_____	MESSAGE SCORE

	MECHANICS
	Grammar/Usage 3 Writer displays a command of subject-verb relationships, correct verb forms, and complete sentences. 2 Writer demonstrates a basic understanding of subject-verb relationships, correct verb forms, and complete sentences. 1 Writer makes errors in subject-verb relationships, verb forms, or complete sentences.
	Spelling 3 Writer uses and spells words above grade level. 2 Writer spells words on grade level. 1 Writer misspells grade-level words.
	Capitalization/Punctuation 3 Writer demonstrates a command of grade-level capitalization and punctuation. 2 Writer demonstrates an understanding of grade-level capitalization and punctuation. 1 Writer misuses grade-level capitalization or punctuation.
_____	MECHANICS SCORE
_____	TOTAL SCORE (Message plus Mechanics)

A 16-18

B 13-15

C 10-12

D 7-9

F 4-6

Overall this writing . . .

Chapter 17 Rubric

Writing a Business Letter

	MESSAGE
	Purpose 3 Letter makes request clearly and briefly. 2 Letter is easy to read. 1 Letter is neither clear nor an appropriate length (too brief or too lengthy).
	Tone 3 Tone of letter is appropriately serious and polite. 2 Tone of letter is serious but somewhat demanding. 1 Tone of letter lacks seriousness and politeness.
	Form 3 Letter is neatly typed/handwritten and is set up on the page correctly. 2 Letter is typed/handwritten with only minor problems in spacing or margins. 1 Letter is sloppily typed/handwritten with errors in spacing and margins.
_____	MESSAGE SCORE

	MECHANICS
	Letter Form 3 Writer consistently follows correct letter form. 2 Writer demonstrates knowledge of correct letter form. 1 Writer does not demonstrate knowledge of correct letter form.
	Spelling 3 Writer uses and spells words above grade level. 2 Writer spells words on grade level. 1 Writer misspells grade-level words.
	Capitalization/Punctuation 3 Writer demonstrates a command of grade-level capitalization and punctuation. 2 Writer demonstrates an understanding of grade-level capitalization and punctuation. 1 Writer misuses grade-level capitalization or punctuation.
_____	MECHANICS SCORE
_____	TOTAL SCORE (Message plus Mechanics)

A 16-18

B 13-15

C 10-12

D 7-9

F 4-6

Overall this writing . . .