1.05 Who’s Listening? Rubric (Part B)

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|  | **Excellent** | **Good** | **Needs Improvement** | **Poor** | **Comment / Score** |
| **Content**[CCSS.ELA-LITERACY.CCRA.W.3](http://www.corestandards.org/ELA-Literacy/CCRA/W/3/) | Writing is confident and clearly focused. It holds the reader’s attention. Relevant details enrich writing.**(6 Points)** | Writing is purposeful and focused. Piece contains some details. **(5 Points)** | Writing does not clearly communicate knowledge. The reader is left with questions. **(4 Points)** | Writing is limited in communicating knowledge. Length is not adequate for development. **(3 Points)** |  |
| **Voice**[CCSS.ELA-LITERACY.CCRA.W.4](http://www.corestandards.org/ELA-Literacy/CCRA/W/4/) | Writes with a distinct, unique voice. Writing is skillfully adapted to the audience.**(6 Points)** | Writer uses voice. Writes with the understanding of a specific audience.**(5 Points)** | Writer’s voice shows that sense of audience is vague.**(4 Points)** | Writer’s voice shows no sense of audience.**(3 Points)** |  |
| **Organization**[CCSS.ELA-LITERACY.CCRA.W.4](http://www.corestandards.org/ELA-Literacy/CCRA/W/4/) | Writing includes a strong, beginning, middle, and end with clear transitions and a focused closure.**(6 Points)** | Writing includes a strong beginning, middle, and end, with some transitions and good closure.**(5 Points)** | Writing is confused and loosely organized. Transitions are weak and closure is ineffective.**(4 Points)** | Writing is disorganized and underdeveloped with no transitions or closure.**(3 Points)** |  |
| **Mechanics**[CCSS.ELA-LITERACY.CCRA.L.2](http://www.corestandards.org/ELA-Literacy/CCRA/L/2/) | The paper is flawless in spelling and punctuation.**(6 Points)** | There are few or no spelling errors; there may be some minor punctuation mistakes.**(5 Points)** | There are several spelling and punctuation errors.**(4 Points)** | There are many instances of incorrect spelling and punctuation.**(3 Points)** |  |
| **Total Points** |  **/ 24 Points** |