

Rubric Made Using:
RubiStar (
<http://rubistar.4teachers.org>)

PYP alternative ending

Teacher Name: **Mrs.
Reese**

Student Name:

CATEGORY	4	3	2
Focus on Topic (Content)	There is one clear, well-focused topic. Main idea stands out and is supported by detailed information.	Main idea is clear but the supporting information is general.	Main idea is somewhat clear but there is a need for more supporting information.
Pacing (Organization)	The pacing is well-controlled. The writer knows when to slow down and elaborate, and when to pick up the pace and move on.	The pacing is generally well-controlled but the writer occasionally does not elaborate enough.	The pacing is generally well-controlled but the writer sometimes repeats the same point over and over, or spends too much time on details that don't matter.
Flow & Rhythm (Sentence Fluency)	All sentences sound natural and are easy-on-the-ear when read aloud. Each sentence is clear and has an obvious emphasis.	Almost all sentences sound natural and are easy-on-the-ear when read aloud, but 1 or 2 are stiff and awkward or difficult to understand.	Most sentences sound natural and are easy-on-the-ear when read aloud, but several are stiff and awkward or are difficult to understand.

Word Choice	Writer uses vivid words and phrases that linger or draw pictures in the reader's mind, and the choice and placement of the words seems accurate, natural and not forced.	Writer uses vivid words and phrases that linger or draw pictures in the reader's mind, but occasionally the words are used inaccurately or seem overdone.	Writer uses words that communicate clearly, but the writing lacks variety, punch or flair.
Adding Personality (Voice)	The writer seems to be writing from knowledge or experience. The author has taken the ideas and made them "his own."	The writer seems to be drawing on knowledge or experience, but there is some lack of ownership of the topic.	The writer relates some of his own knowledge or experience, but it adds nothing to the discussion of the topic.
Conventions	0-1 errors in spelling, grammar, or punctuation.	2-3 errors in spelling, grammar, or punctuation.	4-5 errors in spelling, grammar, or punctuation.
Paragraph	Paragraph explains how your ending is different from the original, and why you chose to change it in this manner. Writing is detailed and complete.	Paragraph explains how your ending is different from the original, and why you chose to change it in this manner.	Paragraph explains how your ending is different from the original.

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The main idea is not clear. There is a seemingly random collection of information.

The pacing often feels awkward to the reader. The writer elaborates when there is little need, and then leaves out necessary supporting information.

The sentences are difficult to read aloud because they sound awkward, are distractingly repetitive, or difficult to understand.

Writer uses a limited vocabulary that does not communicate strongly or capture the reader's interest. Jargon or clichés may be present and detract from the meaning.

The writer has not tried to transform the information in a personal way. The ideas and the way they are expressed seem to belong to someone else.

6+ errors in spelling, grammar, or punctuation.

Paragraph is missing.