

STYLE RUBRIC FOR GRADES 3-8

**STYLE: Word Choice, Sentence Fluency, and Voice**

*Key Questions: Would you keep reading this composition if it were longer? Do the words, phrases, and sentences strengthen the content and allow the reader to move through the writing with ease?*

Score Point	4	3	2	1
<b>WORD CHOICE</b>	<ul style="list-style-type: none"> <li>precise</li> <li>effective</li> <li>vivid words and phrases appropriate to the task</li> </ul>	<ul style="list-style-type: none"> <li>clear but less specific</li> <li>includes some interesting words and phrases appropriate to the task</li> </ul>	<ul style="list-style-type: none"> <li>generic</li> <li>limited</li> <li>repetitive</li> <li>overused</li> </ul>	<ul style="list-style-type: none"> <li>functional</li> <li>simple (below grade level)</li> <li>may be inappropriate to the task</li> </ul>
<b>SENTENCE FLUENCY</b>	<ul style="list-style-type: none"> <li>fluid, very easy to follow, because of variety in length, structure, and beginnings</li> </ul>	<ul style="list-style-type: none"> <li>generally varied in length and structure</li> <li>Most sentences have varied beginnings.</li> </ul>	<ul style="list-style-type: none"> <li>little or no variety in length and structure</li> <li>Awkward sentences may affect the fluidity of the reading.</li> <li>same beginnings</li> </ul>	<ul style="list-style-type: none"> <li>simple sentences</li> <li>no variety</li> <li>Construction makes the response difficult to read.</li> </ul>
<b>VOICE (individual personality of the writing)</b>	<ul style="list-style-type: none"> <li>compelling and engaging</li> </ul>	<ul style="list-style-type: none"> <li>clear, but may not be particularly compelling</li> </ul>	<ul style="list-style-type: none"> <li>weak and/or inconsistent voice</li> </ul>	<ul style="list-style-type: none"> <li>no voice</li> <li>Response is too brief to provide an adequate example of style; minimal attempt.</li> </ul>
	<p><b>Consistent, though not necessarily perfect, control; many strengths present</b></p>	<p><b>Reasonable control; some strengths and some weaknesses</b></p>	<p><b>Inconsistent control; the weaknesses outweigh the strengths</b></p>	<p><b>Little or no control; minimal attempt</b></p>