

### Fixing Common Flaws

- In the left hand column, identify the flaws in each rubric row. Pages 6 – 9 of *Building Better Rubrics* may be used for reference.
- Then revise the rubric criteria and descriptors. The Rubric Sampler (pp. 14 – 17) and Rubric Wordsmith (pp. 18 – 23) of *Building Better Rubrics* may be used for reference. The first one has been completed as a model.

Character Sketch Diary Rubric

Common Flaw(s)	Level	Excellent	Proficient	Adequate	Limited
	Criteria				
	<b>Balance</b>	Balances dialogue, thought, description, and action throughout the diary.	Balances dialogue, thought, and description, throughout the diary.	Balances dialogue and thought, throughout the diary.	Does not balance dialogue and/or thought, description, action throughout the diary.
	<i>Creates Balance</i>	<i>Creates an <b>engaging</b> balance among dialogue, thought, description and action throughout the diary.</i>	<i>Creates an <b>interesting</b> balance among dialogue, thought, description and action throughout the diary.</i>	<i>Creates a <b>simplistic</b> balance among dialogue, thought, description and action throughout the diary.</i>	<i>Creates an <b>ineffective</b> balance among dialogue, thought, description and action throughout the diary.</i>
	<b>Engaging</b>	Intrigues the reader from the beginning.  Maintains the reader’s interest throughout all of the diary.	Hooks the reader from the beginning.  Maintains the reader’s interest through most of the diary.	Somewhat hooks the reader from the beginning.  Maintains the reader’s interest through some of the diary.	Does not hook the reader from the beginning.  Maintains the reader’s interest through none of the diary.
	<b>Visual clarity and appeal</b>	Representations are engaging and visually appealing.	Representations are mostly engaging and visually appealing.	Representations are somewhat engaging and visually appealing.	Representations are not engaging or visually appealing.

**Descriptive Writing Rubric**

Common Flaw(s)	Level	Excellent	Proficient	Adequate	Limited
	Criteria				
	<b>Figurative language and mood</b>	The language appeals to the senses, creates imagery, suggests mood and sets tone.	The language does at least three of the following: appeals to the senses, creates imagery, suggests mood and sets tone.	The language does at least two of the following: appeals to the senses, creates imagery, suggests mood and sets tone.	The language does only one of the following: appeals to the senses, creates imagery, suggests mood and sets tone.
	<b>Sentence Fluency</b>	Writing flows and transitions between ideas are skillful and purposeful.	Writing flows and transitions between ideas are skillful.	Writing flows and transitions between ideas are somewhat effective.	Writing does not flow and transitions between ideas are ineffective or missing.
	<b>Edited</b>	Evidence of precise editing.	Evidence of substantial editing.	Evidence of appropriate editing.	Little or no evidence of editing.
	<b>Effort</b>	Product shows a great deal of effort.	Product shows a lot of effort.	Product shows some effort.	Product shows very little effort.
	<b>No suitable alternative is available for this rubric row as effort should not be included in achievement scores.</b>				