

EDITORIAL RUBRIC

*“For distinguished **editorial writing**, the test of excellence being clearness of style, moral purpose, sound reasoning, and power to influence public opinion in what the writer conceives to be the right direction, using any available journalistic tool.” -- Pulitzer Prize Plan of Award*

CRITERIA	1 EMERGING	2 DEVELOPING	3 PROFICIENT	4 ADVANCED	SCORE
IDEA / DEVELOPMENT (DETAILED, CONCRETE, SPECIFIC)	The opinion in the editorial is unclear, uninformative, or unconvincing Ideas are unclear and undeveloped; little support is given to the key points and opinion	The opinion in the editorial is somewhat clear and informative Ideas are somewhat clear and developed; some examples and information support the key points and opinion	The opinion or argument in the editorial is clear, informative, and logical Ideas are clear, thoughtful, and developed; examples and information support the key points and build the argument	The opinion or argument in the editorial is informative, logical, and persuasive Ideas are clear, insightful, and well developed; details substantiate the key points and build a persuasive argument Responds to a counterargument	/8
ORGANIZATION (STRUCTURE AND TRANSITIONS)	The editorial is a series of random points	The editorial is organized clearly and logically	The editorial is organized logically and coherently Has a clear introduction, body paragraphs, and conclusion	The editorial is organized logically and coherently, and is unified Has intro that hooks reader, body paragraphs with claims and evidence, and a conclusion that leaves the reader thinking	/4
VOICE	Writing does not engage reader. Has no sense of writer’s interest or commitment to the position taken. No voice evident.	Opening writing is correct, if pedestrian, not particularly attracting interest. Voice is weak. Lacks consistent persuasive tone.	Writing attracts reader’s interest. Writer’s voice indicates engagement with the issue. Demonstrates persuasive tone in parts. Employs at least one type of rhetoric	Engages reader’s interest in a lively fashion. Writer’s voice is powerful Maintains consistent persuasive tone throughout Employs different types of rhetoric	/4
STYLE / EXPRESSION (WORD CHOICE, SENTENCE FLOW AND VARIETY)	The editorial includes language and style inappropriate to the intended audience Language and tone of letter is unclear and lacks description. Sentences are awkward with frequent errors and are not varied.	The editorial inconsistently includes language and style appropriate to the intended audience. Choice of some words that are clear and descriptive. Sentences are appropriate but simple in structure with limited variety; may be monotonous or robotic.	The editorial includes language and style appropriate to the intended audience. Adequate choice of words that is clear and descriptive. Sentences are complete with some variety. Writing marches along but doesn’t dance.	The editorial effectively includes language and style appropriate to the intended audience Choice of words that are clear, descriptive, and accurate. Sentences are clear, fluent, complete, and varied.	/4
EVIDENCE	The editorial includes at least one source, but that source may or may not be reliable	The editorial includes two reliable sources	The editorial includes three or more reliable sources. Effort is made toward proper citation and works cited	The editorial includes three or more reliable sources that support the author’s claims. Sources are properly cited. Includes works cited page.	/4
CONVENTIONS (SPELLING, PUNCTUATION, CAPITALIZATION)	The writer demonstrates limited understanding over the conventions of written language; paragraphing, grammar, punctuation, capitalization, and spelling. There are so many errors that meaning is hard to grasp.	The writer demonstrates fair understanding over the conventions of written language; paragraphing, grammar, punctuation, capitalization, and spelling. The writing has many errors, and the reader is distracted by them.	The writer demonstrates control over the conventions of written language; paragraphing, grammar, punctuation, capitalization, and spelling are generally correct. There are occasional errors, but they don't represent a major distraction or impact meaning.	The writer demonstrates strong command over the conventions of written language; paragraphing, grammar, punctuation, capitalization, and spelling.	/4

Grade Scale:

A+ = 24	B+ = 19-20	C+ = 14-15	D+ = 10	F= 0-6
A = 22-23	B = 18	C = 13	D = 8-9	
A- = 21	B- = 16-17	C- = 11-12	D- = 7	