

**Letter to the Editor Rubric**

	5	4	3	2	1	0	X	
<b>Organization</b>	The structure clearly follows the inverted pyramid and easily moves the reader through the text. Thoughtful transitions clearly show how ideas connect. The story focuses on an opinion and has specific supports to back it up. Organization flows so smoothly the reader hardly thinks about it. A clear proposal is evident and the opposition is refuted.	The structure follows the inverted pyramid at most times and easily moves the reader through the text. Transitions often work well; at other times, connections between ideas are confusing. The story builds on the opinion presented but does not always provide clear arguments. A clear proposal is evident and the opposition is somewhat refuted.	The organizational structure is strong enough to move the reader through the text without too much confusion, but does not always support the opinion. Transitions are attempted, but are not always successful. A clear proposal is evident but the opposition is not refuted.	Ideas often seem strung together in a loose or chronological order. Connections between ideas are confusing. The opinion of the writer is sometimes unclear. A clear proposal is not evident and the opposition is not refuted.	The writing lacks a clear sense of direction. Opinions seem strung together in a loose or random fashion. Connections between ideas are confusing or not even present. A clear proposal is not evident and the opposition is not refuted. Problems make it hard for the reader to understand the story line.	No organization is attempted. The story is simply a list of seemingly unrelated opinions.	5 (25)	
<b>Grammar</b>	Errors tend to be so few that just minor touch-ups would get this piece ready to publish. Spelling is correct. The punctuation is accurate. A thorough understanding and consistent application of capitalization skills is present. Grammar and usage are correct and contribute to clarity and style. Paragraphing is sound and paragraphs are brief. Proper letter format is used.	F. Moderate editing would be required to polish the text for publication. Spelling is generally correct. The punctuation is usually accurate. A thorough understanding and consistent application of capitalization skills is present. Grammar and usage are correct and contribute to clarity and style. Paragraphing is sound and paragraphs are usually brief. Proper letter format is used.	Editing would be required to enhance readability before publication. Spelling is usually correct but more difficult words are problematic. Punctuation is usually correct, but internal punctuation is sometimes missing/wrong. Most words are capitalized correctly; control over some capitalization skills may be spotty. Paragraphing may run together. Proper letter format is used.	Errors are distracting and impair readability. There are frequent spelling errors. Punctuation is usually correct, but internal punctuation is usually missing/wrong. Control over more sophisticated capitalization skills is spotty. Paragraphing is missing or irregular. Proper letter format is somewhat used.	Errors in spelling, punctuation, capitalization, usage and grammar and/or paragraphing distract the reader and make the text difficult to read. Errors in grammar or usage are very noticeable, frequent, and affect meaning. Paragraphing is missing. Proper letter format is not used.	The story has so many errors that it is unreadable.	3 (15)	
<b>Content</b>	The facts of the story are all accurate and the sources are clear. These facts support the writer's opinions. The topic is narrow and manageable. The writer seems to be writing from knowledge and clearly understands the facts. The reader's questions are anticipated and answered.	The facts of the story are all accurate and the sources are usually clear. These facts support the writer's opinions, but more are needed. The topic is narrow and manageable. The writer understands the opinions, but they are not always presented clearly. The reader may have further questions about the story.	There are few facts in the editorial and the sources are usually clear. The opinion is fairly broad. The reader is left with questions. More information is needed to fill in the blanks and support the argument.	There are no facts in the editorial and it is impossible to see what sources were used. The editorial is vague and the angle is too broad. The reader is left with questions. More information is needed to fill in the blanks and support the argument.	There are no facts in the editorial and it is impossible to see what sources were used. As yet, the paper has no clear sense of purpose or central theme. The text may be repetitious, or may read like a collection of disconnected, random thoughts with no discernable point. The reader is left confused with many questions about the subject.	The story is very inaccurate and/or vague. No sources appear to have been used. The reader does not know what the story is about.	5 (25)	
<b>Quotes</b>	Quotes are relevant and add interest and meaning to the story. Quotes placed into the story at appropriate places. Quotes are from a variety of relevant sources, both directly and indirectly. Punctuation and citation is correct.	Quotes are relevant and add interest and meaning to the story. Quotes are placed into the story at appropriate places. Quotes need to reflect a broader variety of sources. Punctuation and citation is correct.	Quotes are present, but do not always add to the story. Quotes are usually incorporated into the story at appropriate places. Quotes need to reflect a broader variety of sources. Punctuation and citation is usually correct.	Quotes are infrequent. Quotes are seldom incorporated into the story at appropriate places. Quotes need to reflect a broader variety of sources. Punctuation and citation is often incorrect.	There are only a few quotes in the story. Quotes need to reflect a broader variety of sources. Punctuation and citation consistently incorrect.	There are no quotes in the story.	4 (20)	
<b>Objectivity</b>	The writer's opinion is stated clearly and supported with sound arguments. Opposition to the opinion is acknowledged and refuted in a fair and calm manner. All parties and ideas are treated with respect and dignity. Word choice is careful and deliberate. Opinions of others are carefully cited.	The writer's opinion is stated clearly and supported with generally sound arguments. Opposition to the opinion is acknowledged and refuted in a fair and calm manner. All parties and ideas are treated with respect and dignity. Word choice is usually careful and deliberate. Opinions of others are carefully cited.	The writer's opinion is stated and supported with generally sound arguments. Opposition to the opinion is acknowledged and refuted in a somewhat fair and calm manner. All parties and ideas are treated with respect and dignity. Word choice is sometimes biased. It is not always clear whose opinions are cited.	The writer's opinion is stated and supported with questionably sound arguments. Opposition to the opinion is acknowledged and refuted in a hurried and angry manner, but all parties and ideas are treated with respect and dignity. Word choice is often biased. It is not always clear whose opinions are cited.	The writer's opinion is not supported. Opposition to the opinion is acknowledged and refuted in a hurried and angry manner. All parties and ideas are treated with respect and dignity. Word choice is biased. It is not always clear whose opinions are cited.	The writer's opinion is not supported. Only one side of the issue is presented. All parties and ideas are not treated with respect and dignity. Ridicule is used. Word choice is very biased.	4 (25)	
<b>Lead</b>	The most interesting facts of the story are used in this creative lead. The reader is drawn into the story by the lead. The lead is crisp and clear in its language. The lead is one to two sentences in length and does not start with a question or quote.	The most interesting facts of the story are used in this somewhat creative lead. The lead is generally crisp and clear in its language. The lead is one to two sentences in length and does not start with a question or quote.	The lead presents some of the most interesting information from the story, but is not very creative. The language in the lead is somewhat dry. The lead is one to two sentences and does not start with a quote or question.	The lead may be one to two sentences and may start with a quote or question or date. The lead sounds more like a news lead than an editorial lead. The language in the lead is somewhat dry. The reader may be confused about the purpose of the story.	The lead may one to two sentences and may start with a quote or question or date. The lead does not present the most important or interesting information. The language in the lead is very dry. The reader may be confused about the purpose of the editorial.	The lead presents extremely little useful information. The reader does not know what the story is about. The lead does not follow class guidelines.	5 (20)	
<b>Points Possible:</b>							<b>130</b>	