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| **Score** | **Conventions\*: The mechanical correctness of the piece: spelling, punctuation, capitalization, grammar usage and paragraphing.** | **Organization: The internal structure, thread of central meaning, logical and sometimes intriguing pattern of sequence of ideas.** | **Ideas: The main message of the piece, the theme, with supporting details that enrich and develop that theme.** |
| **5** | **The writer demonstrates a good grasp of standard writing conventions (e.g. spelling, punctuation, capitalization, grammar usage and paragraphing)**   1. Spelling is generally correct. 2. Punctuation is accurate. 3. Capitalization skills are present. 4. Grammar and usage are correct. 5. Paragraphing tends to be sound. 6. The writer may manipulate and/or edit for stylistic effect and it works! | **The organizational structure of this paper enhances and showcases the central idea or theme of the paper; includes a catchy introduction and a satisfying conclusion.**   1. An inviting introduction draws the reader in; a satisfying conclusion leaves the reader with a sense of closure and resolution. 2. Thoughtful transitions connect ideas. 3. Sequencing is logical and effective. 4. Pacing is well controlled. 5. The title, if desired, is original. 6. Organizational structure is appropriate for purpose and audience; paragraphing is effective. | **The main message is clear and focused. It holds the reader’s attention. Relevant anecdotes and details enrich the central them**.   1. The topic is narrow and manageable 2. Relevant, telling, quality details go beyond the obvious 3. Ideas are crystal clear and supported with details 4. Writing from knowledge or experience; ideas are fresh and original 5. Reader’s questions are anticipated and answered 6. Insightful topic |
| **3** | **The writer shows reasonable control over a limited range of standard writing conventions**   1. Spelling is usually correct or reasonably phonetic on common words 2. End punctuation is usually correct. 3. Most capitalized words are correct. 4. Problems with grammar and usage are not serious. 5. Paragraphing is attempted. 6. Moderate, inconsistent editing (a little of this, a little of that). | **The organizational structure is strong enough to move the reader through the text without too much confusion.**   1. The paper has a recognizable introduction and conclusion. 2. Transitions sometimes work. 3. Sequencing shows some logic, yet structure takes attention away from the content. 4. Pacing is fairly well controlled. 5. A title, if desired, is present. 6. Organizational structure sometimes supports the main point or story line, with an attempt at paragraphing. | **The writer is beginning to define the topic, even though development is still basic or general.**   1. The topic is broad 2. Support is attempted 3. Ideas are reasonably clear 4. Writer has difficulty going from general observations about topic to specifics’ 5. The reader is left with questions 6. The writer generally stays on topic |
| **1** | **Errors in spelling, punctuation, capitalization, usage and grammar and/or paragraphing repeatedly distract the reader and make text difficult to read.**   1. Spelling errors are frequent. 2. Punctuation missing or incorrect. 3. Capitalization is random. 4. Errors in grammar or usage are very noticeable. 5. Paragraphing is missing. 6. Little, if any, editing; the reader must read once to decode, then again for meaning.   **Key Questions**: *How much editing would have to be done to share with an outside source?*   * A whole lot? Score in the 1-2 range. * A moderate amount? Score in the 3 range * Very little? Score in the 4-5 range. | The writing lacks a clear sense of direction.   1. No real lead or conclusion present. 2. Connections between ideas, if present, are confusing. 3. Sequencing needs work. 4. Pacing feels awkward. 5. No title is present (if requested). 6. Problems with organizational structure make it hard for the reader to get a grip on the main point or story line. Little or no evidence or paragraphing present.   **Key Question:** *Does the organizational structure enhance the ideas and make it easier to understand?* | The paper has no clear sense of purpose or central theme. The reader must make inferences based on sketchy or missing details.   1. The writer is still in search of a topic 2. Information is limited or unclear or the length is not adequate for development 3. The idea is a simple restatement or a simple answer to the question 4. The writer has not begun to define the topic 5. Everything seems as important as everything else 6. The topic may be repetitious, disconnected, and contains too many random thoughts   **Key Question:** *Did the writer stay focused and share original and fresh information or perspective about the topic?* |
|  | \*Expectations for Conventions should be based on grade level and include only those skills that have actually been taught. | | |