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| **5**  (25.5-28.5) (85-94)   1. develops a main **idea** with details and/or examples 2. is **organized**, with an effective **introduction** and **ending** 3. shows command of writing, with effective organization and **paragraphing** 4. **connects** ideas with logical transitions 5. demonstrates concise language and original **word choice** 6. is suited to **purpose and audience**, with strong **feeling** and **individuality** 7. uses effective variety in **sentence lengths and structures** 8. uses **conventions** effectively | **6** (29-30) (95-100)   1. elaborates on a main **idea**, including details and examples 2. is well **organized**, with a compelling **introduction** and confident **ending** 3. enhances understanding through competent **organization** and **paragraphing** 4. **connects** ideas with flair 5. exemplifies a command of language through precise word choice 6. is ideally suited to **purpose and audience**, and explodes with feeling 7. shows sophistication of style through **sentence development** 8. uses c**onventions** skillfully | |
| **3** (18-22) (60-73)   1. introduces a main **idea** 2. is **organized**, with an adequate **introduction** and **ending** 3. has **purpose** and some **focus**, with **paragraphs** 4. makes some **connections** and transitions 5. uses appropriate **word choice** 6. has an awareness of **purpose and audience**, with some evidence of **feeling** 7. uses varied **sentence lengths/structures** – sometimes faulty 8. uses grade-appropriate **conventions** | **4**  (22.5-25) (74-84)   1. supports main **idea**, with examples 2. is **organized**, with a reasonable **introduction** and **ending** 3. controls **focus**, with developed **paragraphs** 4. maintains **connections** of ideas through transitions 5. contains varied **word choices** 6. has an understanding of **purpose and audience**, with evidence of strong **feeling** 7. has generally fluid and varied **sentence structures** 8. uses **conventions** with some skill | |
| **1**  (1-14.5) (1-49)   1. lacks a main **idea** 2. lacks **organization**, **introduction** and **ending** 3. lacks **purpose, focus** and **paragraphin**g 4. is totally **disconnected** 5. uses poor **choice of words** 6. has no awareness of **purpose, audience** or **feeling** 7. shows little or no evidence of **sentences** 8. contains jarring flaws in **conventions** | **2**  (15-17.5) (50-59)   1. hints at a main **idea** 2. shows poor **organization**; lacks **introduction** and/or **ending** 3. grasps at **purpose, focus**, and **paragraphing** 4. has limited and inconsistent **connection** of ideas 5. demonstrates inadequate **choice of words** 6. has an uneven awareness of **purpose, audience, and/or feeling** 7. includes faulty **sentence structures** 8. contains distracting flaws in **conventions** | |
| **NEXT STEPS FOR THIS STUDENT:** | |  |