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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**
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| **NEXT STEPS FOR THIS STUDENT:** |  |