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| --- | --- | --- | --- | --- | --- | --- |
|  | 6Exemplary*Exceeds gr.level benchmarks* | 5Strong | 4Proficient*Grade Level* | 3Developing | 2Emerging | 1Beginning |
| **Ideas & Content*** *main theme*
* *supporting details*
* *unique*
 | * Clear, focused, engaging with relevant, strong supporting detail
 | * Clear, interesting ideas with appropriate detail
 | * Evident main idea with some supporting details
 | * Main idea may be vague as supporting details are too general or even off topic
 | * Purpose and main idea may be unclear and cluttered with irrelevant detail
 | * Lacks central idea; development is minimal or non-existent
 |
| **Organization*** *structure*
* *introduction*
* *conclusion*
 | * Effectively organized in logical and creative manner
* Creative and engaging intro and conclusion
 | * Evidence of structure
* Interesting intro and satisfying conclusion
 | * Organization is appropriate but conventional
* Includes an introduction and conclusion
 | * Attempts at organization; may be a “list” of events
* Attempt at introduction and conclusion
 | * Lack of structure; disorganized and hard to follow
* Missing either intro or conclusion
 | * Lack of coherence; confusing
* No identifiable introduction or conclusion
 |
| **Voice***personality**sense of audience* | * Expressive, engaging and shows emotion
* Strong sense of audience
 | * Writer behind the words comes through
* Appropriate to audience and purpose
 | * Evident commitment to topic
* Voice is noticeable where appropriate
 | * Voice may be in-appropriate or non-existent
* Writing may seem mechanical
 | * Writing tends to be flat or stiff
* Little or no hint of writer behind words
 | * Writing is lifeless
* No hint of the writer
 |
| **Word Choice***precision**effectiveness**imagery* | * Precise, carefully chose
* Strong, fresh, vivid images
 | * Descriptive, broad range of words
* Word choice provides images
 | * Language is functional and appropriate
* Uses descriptive language
 | * Words may be correct but simple
* Description may be overdone at times
 | * Often repetitious and sometimes inappropriate
* No attempt at deliberate choice
 | * Limited range of words
* No imagery
 |
| **Sentence Fluency***rhythm, flow**variety* | * Well constructed sentences
* Effective variation in sentence patterns
 | * Easy flow and rhythm
* Variety in length and structure
 | * Generally in control
* Lacks variety in length and structure
 | * Some awkward constructions
* Similar patterns and beginnings
 | * Choppy sentence patterns
* Frequent run on sentences
 | * Difficult to follow or read aloud
* Disjointed, confusing, rambling
 |
| **Conventions***age appropriate* *spelling, capitalization, punctuation, and grammar**(see benchmarks)* | * Strong control of standard conventions of writing
 | * Strong control of conventions
* Errors are few and minor
 | * Control of most conventions; occasional errors with high risks
 | * Limited control of conventions; frequent errors do not interfere with meaning
 | * Frequent significant errors may impede readability
 | * Few attempts at conventions
 |