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|  | 6  Exemplary  *Exceeds gr.level benchmarks* | 5  Strong | 4  Proficient  *Grade Level* | 3  Developing | 2  Emerging | 1  Beginning |
| **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 |