

Name: \_\_\_\_\_

Assignment: \_\_\_\_\_

Trait	1 = Emerging	3 = Developing	4 = Proficient	5 = Advanced
Ideas	<ul style="list-style-type: none"> <li>- The writer is still searching for a main idea. The writing consists mainly of random thoughts or notes.</li> <li>- The writer knows little about this topic and writes mainly to fill space.</li> <li>- Details are sketchy or absent. The paper simply does not say much.</li> <li>- <b>Ideas may be confusing, repetitious, or a bare list.</b></li> </ul>	<ul style="list-style-type: none"> <li>- It is fairly easy to guess what the main idea is. However, some details are unclear or do not enhance the main idea.</li> <li>- Sometimes the writer appears to know what he or she is talking about; at other times, the writer seems to search for things to say.</li> <li>- Detail is present but minimal. General statements do little to expand the main idea.</li> <li>- <b>Support is incomplete or unclear.</b></li> </ul>	<ul style="list-style-type: none"> <li>- The main idea <b>or thesis</b> is easy to identify and understand. The paper is focused.</li> <li>- Thoughts are tied to key issue, theme, or story.</li> <li>- This paper makes sense from beginning to end.</li> <li>- The writer knows enough about the topic to write convincingly.</li> <li>- Many interesting details are developed and <b>support the main idea or thesis.</b></li> <li>- <b>Details are specific and relevant.</b></li> </ul>	<ul style="list-style-type: none"> <li>- The paper creates a vivid impression, makes a clear point, or tells a whole story, without ever bogging the reader down in trivia.</li> <li>- The writer seems to have in-depth understanding of the topic.</li> <li>- Quality details consistently inform, surprise, or delight the reader-or just expand his or her thinking.</li> <li>- <b>Support and elaboration are complete.</b></li> </ul>
Organization	<ul style="list-style-type: none"> <li>- The text is a disjointed collection of random thoughts.</li> <li>- There is no identifiable organizational structure.</li> <li>- Missing or unclear transitions leave big gaps.</li> <li>- This text is impossible to follow. Rereading does not help.</li> <li>- Both the lead and the conclusion are missing.</li> <li>- <b>There is no evidence of sequencing or pacing.</b></li> </ul>	<ul style="list-style-type: none"> <li>- The writer wanders from the main point enough to make the piece confusing.</li> <li>- The organizational structure is not a good match for this topic, purpose, and audience.</li> <li>- Transitions may be repetitive or misleading.</li> <li>- The order of information impairs readability.</li> <li>- The lead and conclusion are present; one or both need work.</li> <li>- <b>There is minimal evidence of sequencing and pacing.</b></li> </ul>	<ul style="list-style-type: none"> <li>- The writer focuses on the main point.</li> <li>- The organizational structure fits the topic, purpose, and audience.</li> <li>- Transitions are present and often work well, though some may be predictable or formulaic.</li> <li>- <b>Logical sequencing and pacing are evident.</b></li> <li>- The lead and the conclusion work well.</li> <li>- <b>Topic sentence is evident.</b></li> <li>- <b>Conclusion supports thesis statement or summarizes main idea.</b></li> </ul>	<ul style="list-style-type: none"> <li>- The writer always stays focused on the main point.</li> <li>- The organizational structure correctly matches the topic, purpose, and audience.</li> <li>- Thoughtful transitions clearly show how ideas connect.</li> <li>- Important information comes at the right moment.</li> <li>- The lead is unforgettable and the conclusion is thoroughly satisfying.</li> <li>- <b>Logical sequencing and pacing are effective.</b></li> </ul>
Voice	<ul style="list-style-type: none"> <li>- This voice is difficult to find, identify, or describe.</li> <li>- Lack of voice discourages oral sharing of piece.</li> <li>- Piece lacks energy or excitement.</li> <li>- The voice is missing.</li> </ul>	<ul style="list-style-type: none"> <li>- The writer often seems reluctant to reveal him or herself, and is "there" briefly-then gone.</li> <li>- The piece is not ready to share aloud.</li> <li>- Moments of energy or strong feelings are infrequent.</li> <li>- The voice is not entirely appropriate for the purpose or audience.</li> </ul>	<ul style="list-style-type: none"> <li>- The voice is distinctive if not unique.</li> <li>- The reader might share moments of this piece aloud.</li> <li>- Elements of energy and strong feelings are evident throughout.</li> <li>- The voice is suitable for the audience and purpose.</li> </ul>	<ul style="list-style-type: none"> <li>- Clearly, the writing belongs to this writer alone</li> <li>- Tone fits topic, purpose, and audience well.</li> <li>- The writer "speaks" to the reader in a way that makes him/her feel like an insider.</li> <li>- Narrative text is open and honest</li> <li>- Expository or persuasive text is lively and designed to prompt thinking.</li> </ul>
Word Choice	<ul style="list-style-type: none"> <li>- Words and phrases are vague, confusing, or <b>inaccurate.</b></li> <li>- Verbs are weak; this writing needs energy.</li> <li>- Sensory language is missing.</li> <li>- Word choice seems random. Words do not clarify meaning.</li> <li>- Redundancy is noticeable-even distracting.</li> </ul>	<ul style="list-style-type: none"> <li>- The writing is often unclear, misleading, or vague, though the main idea still comes through.</li> <li>- The reader needs to hunt for strong verbs. Modifiers may be overused.</li> <li>- Sensory language is minimal or incorrect.</li> <li>- The writing may be short but not necessarily concise. Some clutter is evident.</li> </ul>	<ul style="list-style-type: none"> <li>- The writing is clear and often original.</li> <li>- Words used are used correctly.</li> <li>- The writer relies more on strong verbs than on modifiers to enrich meaning.</li> <li>- Sensory language adds detail.</li> <li>- The writing is reasonably concise; a word or phrase here and there could be cut.</li> </ul>	<ul style="list-style-type: none"> <li>- The writing is clear, striking, and original.</li> <li>- Precise nouns and modifiers create mind movies for the reader.</li> <li>- Lively verbs lend the writing power.</li> <li>- Sensory language enhances meaning.</li> <li>- The writing is concise; each word counts.</li> <li>- Striking words or phrases linger in the reader's memory prompting connections, memories, or insights.</li> </ul>
Sentence Fluency	<ul style="list-style-type: none"> <li>- The writing is consistently difficult to follow. Choppiness, run-ons, or other sentence problems abound.</li> <li>- Sentences consistently begin with the same word or phrase, or it is hard to tell where they begin.</li> <li>- Dialogue, if used, is hard to follow.</li> <li>- The piece is very difficult to read aloud, even with rehearsal.</li> </ul>	<ul style="list-style-type: none"> <li>- Choppy sentences, run-ons, or other problems may necessitate some re-reading.</li> <li>- Some variety in sentence beginnings.</li> <li>- Dialogue, if used, does not flow naturally.</li> <li>- Rehearsal is needed before reading this piece aloud.</li> </ul>	<ul style="list-style-type: none"> <li>- The writing is smooth and easy to read aloud, though there may be a few choppy sentences.</li> <li>- Many sentences vary in both structure and length (<b>e.g. combining simple sentences</b>).</li> <li>- Dialogue, if used, sounds reasonably natural, though it is stiff in some places.</li> <li>- Some <b>varied and purposeful</b> sentence beginnings help the reader make sentence-to-sentence connections.</li> </ul>	<ul style="list-style-type: none"> <li>- The writing is smooth, natural, and easy to read-inviting expressive oral reading.</li> <li>- Sentences vary in both structure and length, adding interest to the text.</li> <li>- Dialogue, if used, sounds natural and conversational.</li> <li>- Purposeful sentence beginnings show how each sentence relates to and builds on the one before it.</li> </ul>
Conventions	<ul style="list-style-type: none"> <li>- Errors in grammar or usage are frequent, and affect meaning.</li> <li>- Reader may be unable to decode or make sense of the text.</li> <li>- Extensive editing required for publication.</li> <li>- See Convention Continuum.</li> </ul>	<ul style="list-style-type: none"> <li>- Errors in grammar or usage are noticeable and may affect meaning.</li> <li>- Moderate editing required for publication.</li> <li>- Reads like a "sloppy copy."</li> <li>- See Convention Continuum.</li> </ul>	<ul style="list-style-type: none"> <li>- Errors in grammar or usage are not serious enough to impair readability or obscure meaning.</li> <li>- Only light touch-ups required for publication.</li> <li>- See Convention Continuum.</li> </ul>	<ul style="list-style-type: none"> <li>- Errors are so few and so minor that a reader can easily overlook them.</li> <li>- Text appears clean, edited, and polished.</li> <li>- Older writers demonstrate control of a range of conventions appropriate for their level.</li> <li>- Grammar and usage are correct and contribute to clarity and style. - See Convention Continuum.</li> </ul>