

	1—Novice	2—Developing	3—Effective	4—Advanced
Ideas: The heart of the message, the content of the piece, the main theme, with details that enrich and develop the theme. Key Question: Did the writer stay focused and share original and fresh information or perspective about the topic?	The paper has no clear sense of purpose or central theme. Reader must make inferences based on sketchy or missing details. A. The writer is still in search of a topic B. Information is limited or unclear or the length is not adequate for development C. The idea is a simple restatement or a simple answer to the question D. The writer has not begun to define the topic E. Everything seems as important as everything else F. The text may be repetitious, disconnected, and contains too many random thoughts	The writer is beginning to define the topic, even though development is still basic or general. A. The topic is fairly broad B. Support is attempted C. Ideas are reasonably clear D. Writer has difficulty going from general observations to specifics E. The reader is left with questions F. The writer generally stays on topic	The writer has defined the topic and development is strong. A. Topic is clear and focused more often than not B. Authentic and convincing details support the topic C. Strong ideas or storyline D. Reader's questions are answered E. Quality details outweigh generalities and filler	This paper is clear and focused. It holds the reader's attention. Relevant anecdotes and details enrich the central theme. A. The topic is narrow and manageable B. Relevant, telling, quality details go beyond the obvious C. Writing from knowledge or experience; ideas are fresh and original D. Reader's questions are anticipated and answered E. Writing and ideas are insightful
Organization: The internal structure, the thread of central meaning, the logical and sometimes intriguing pattern of the ideas Key Question: Does the organizational structure enhance the ideas and make it easier to understand?	The writing lacks a clear sense of direction. A. No real introduction (a.k.a. hook, lead) B. Transitions are missing C. Sequencing not present. Much re-ordering needed D. Pacing feels awkward E. Problems with organization make it hard for the reader to recognize the main point or story line F. No title is present	The organizational structure is functional, moving the reader through the text without too much confusion. A. The paper has a recognizable introduction and conclusion B. Transitions are inconsistent C. Sequencing shows some logic, yet structure takes attention away from the content D. Pacing is fairly well controlled E. Organization sometimes supports the main point or story line F. A title is present	Thoughtful structure easily guides the reader through the text. A. A strong introduction and conclusion "feel right" B. Strong thoughtful transitions C. Sequencing works well with the topic D. Strong pacing E. Organization supports the main point or story line F. A title is present	The organizational structure of this paper enhances and showcases the central idea or theme of the paper; includes a satisfying introduction and conclusion. A. An inviting introduction draws the reader in; a satisfying conclusion leaves the reader with a sense of closure B. Seamless transitions C. Sequencing is logical and effective D. Pacing is well controlled E. Flows smoothly F. The title is original
Voice: The unique perspective of the writer is evident in the piece through the use of compelling ideas, engaging language, and revealing details Key Question: Would you keep reading this piece if it were longer?	The writer seems uninvolved with the topic and the audience. A. Fails to connect with the audience B. Purpose is unclear C. Writing is risk-free, with no sense of the writer D. Expository or persuasive writing is mechanical, showing no engagement with the topic E. Narrative writing lacks development of a point of view	The writer seems sincere, but not fully engaged or involved. The result is pleasant or even personable, but not compelling. A. Functional, often sincere, though sometimes distant B. Attempts to include content and structure to reflect purpose C. Takes some risks D. Expository or persuasive writing lacks consistent engagement with the topic E. Narrative writing reflects limited individual perspective	The writer's tone and flavor are well suited to the topic, audience, and purpose. A. Uses engaging and expressive language to connect with the audience B. Content and structure reflect purpose in some places C. Expository or persuasive writing shows engagement with the topic D. The Writer takes risks E. Narrative reaches out to the audience	The writer of this paper writes in a manner that is individual, compelling, engaging, and shows respect for the audience. A. Uses topic, details, and language to strongly connect with the audience B. Purpose is reflected by content and arrangement of ideas C. The writer takes a risk with revealing details D. Expository or persuasive writing reflects understanding and commitment to topic E. Narrative is honest, personal, and engaging

	1—Novice	2—Developing	3—Effective	4—Advanced
Sentence Fluency: The rhythm and flow of the language, the sound of word patterns, the way in which the writing plays to the ear, not just to the eye. Key Question: Does text sound effective when read aloud?	Hard to read, does not always make sense A. Sentence fragments present. Some sentences do not make sense B. Reader is slowed down and must re-read for meaning C. Awkward sentence structures make reading difficult D. Sentences are not connected E. Can only be read aloud with extensive oral editing (filling in missing words, rephrasing awkward patterns)	Writer attempts sentence fluency but fails A. Sentences are routine B. Sentences usually constructed correctly C. Sentence beginnings are not ALL alike; some variety is attempted D. The reader is confused as to meaning E. Parts of the text invite expressive oral reading; others may be stiff, awkward, or choppy	Strong writing makes the paper highly readable A. Grammatical, natural, pleasant phrasing B. Some variety in sentence length and structure C. Some repetition in sentence beginnings D. Few awkward moments in sentence combinations E. The writing has cadence	The writing has an easy flow, sentences are well crafted A. Sentences enhance the meaning B. Sentences vary in length as well as structure. C. Purposeful and varied sentence beginnings D. Creative and appropriate sentence combinations E. Informational writing crisp and to the point
Word Choice: The use of rich, colorful, precise language that moves and enlightens the reader. Key Question: Do the Words and phrases create vivid pictures that linger in your mind?	The writer struggles with a limited vocabulary. A. Words are nonspecific or distracting B. Many of the words are ineffective C. Language is used incorrectly D. Limited vocabulary, misuse of parts of speech E. Words and phrases are unimaginative and lifeless F. Jargon or clichés	The language is functional, even if it lacks much energy. A. Words are adequate and correct in a general sense B. Some clichés, jargon, or overused phrases C. Attempts at colorful language D. Passive verbs, everyday nouns, mundane modifiers E. Functional with few fine moments F. Generalities and mechanical phrasing mixed with some originality	Lively and appealing words enhance the meaning A. Functional, clear language is used correctly B. Familiar words and phrases communicate the message C. Some fresh and creative phrases/words are used D. Some strong verbs, specific nouns, and modifiers E. Functional, clear language is used correctly F. Occasionally, the words show refinement and precision	Words convey the intended message in a precise, interesting, and natural way. A. Words are specific and accurate B. Striking words and phrases are used C. Natural, effective and appropriate language D. Lively verbs, specific nouns and modifiers E. Language enhances and clarifies meaning F. Precision is obvious
Conventions: The mechanical correctness of the piece; spelling, grammar and usage, paragraphing, use of capitals, and punctuation Key Question: How much editing would have to be done to be ready to share with an outside source? • Constant? Score 1-2 range • A moderate amount? Score in the 3 range • Very little? Score in the 4-5 range	Errors in spelling, punctuation, capitalization, usage and grammar and/or paragraphing repeatedly distract the reader & make text difficult to read A. Spelling errors are frequent B. Punctuation is missing or incorrect C. Capitalization is random D. Errors in grammar or usage are very noticeable E. Paragraphing is missing F. The reader must read once to decode, then again for meaning	The writer shows control over a limited range of standard writing conventions A. Spelling is usually correct or reasonably phonetic on common words B. Punctuation is usually correct C. Most words are capitalized correctly D. Problems with grammar and usage are not distracting E. Paragraphing is attempted F. Moderate editing	Sufficient complexity shows off many conventions A. Minor spelling errors B. Basic punctuation (periods, commas, quotation marks) is correct C. Capitalization skills are present D. Minor grammar errors do not obscure meaning E. Paragraphing is good but could use some strengthening	The writer demonstrates a clear understanding of standard writing conventions A. Spelling is correct B. Punctuation is accurate C. Capitalization is correct throughout D. Grammar and usage are correct E. Paragraphing is sound F. The writer may manipulate conventions for stylistic effect