

### Writing Process

|                          | 6 Point                                                                                                                                                                                      | 5 Points                                                                                                                                                                                           | 4 Points                                                                                                                                                                                               | 3 Points                                                                                                                                                                                                            | 2 Point                                                                                                                                                                                          | 1 Point                                                                                                                                                               |
|--------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Ideas and Content</b> | Writing stays <b>fully</b> focused while staying on topic and includes <b>thorough</b> and <b>complete</b> ideas including <b>in-depth</b> information that <b>fully</b> explores the topic. | Writing stays focused while staying on topic with <b>some</b> rambling.. Writing includes <b>relevant</b> ideas including <b>some</b> in-depth information that explores <b>much</b> of the topic. | Writing stays <b>mostly</b> focused while <b>mostly</b> staying on topic. Writing includes <b>some</b> <b>relevant</b> ideas including <b>related</b> information that <b>does not</b> develop ideas.. | Writing stays <b>somewhat</b> focused while <b>minimally</b> staying on topic. Writing includes <b>some</b> <b>relevant</b> ideas including <b>minimal</b> information that <b>does not begin</b> to develop ideas. | Writing has <b>minimal</b> focus while <b>drifting</b> off topic often. Writing includes <b>few</b> <b>relevant</b> ideas including <b>unfinished</b> ideas and only <b>bits</b> of information. | Writing has <b>little</b> or <b>no</b> focus on topic and conveys little meaning. Writing includes <b>almost</b> <b>no</b> relevant ideas and is very brief..         |
| <b>Organization</b>      | Writing has <b>clear</b> order by following a clear sequence with beginning, middle and end. Writing has a <b>logical</b> progression of main ideas and support.                             | Writing has somewhat <b>clear</b> order by following a clear sequence with beginning, middle and end. Writing has a mostly <b>logical</b> progression of main ideas and support.                   | Writing has order with <b>lapse</b> in clear sequence of beginning, middle and end. Writing has a progression of main ideas and support. ( <b>Possible</b> lapses)                                     | Writing has <b>some</b> order with <b>minimal</b> evidence of sequence. Writing requires the reader to fill in gaps in sequence.                                                                                    | Writing has <b>little</b> order with <b>little</b> evidence of sequence. Writing has <b>some</b> ideas but are <b>not</b> <b>related</b> to each other.                                          | Writing has <b>little</b> or <b>no</b> order and lacks sequence of beginning, middle and end. Writing has <b>some</b> ideas but are <b>not related</b> to each other. |
| <b>Style</b>             | Exhibits <b>exceptional</b> word usage, is fluent and <b>easy</b> to read and displays a <b>strong</b> sense of audience.                                                                    | Exhibits <b>more than adequate</b> word usage, is fluent and <b>easy</b> to read and displays <b>some</b> sense of audience.                                                                       | Exhibits <b>adequate</b> word usage, is readable and displays <b>some</b> sense of audience.                                                                                                           | Exhibits <b>minimal</b> word usage, is <b>mostly</b> readable and displays <b>little</b> sense of audience.                                                                                                         | Exhibits <b>less than minimal</b> word usage, is hard to read and displays <b>little</b> sense of audience.                                                                                      | Exhibits <b>less than minimal</b> word usage, is hard to read and displays <b>little</b> or <b>no</b> sense of audience.                                              |

### Conventions:

|                           | 4 points                                                                                            | 3 points                                                                                               | 2 points                                                                                               | 1 point                                                                                              |
|---------------------------|-----------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|
| <b>Capitalization</b>     | <b>All</b> sentences begin with a capital letter. <b>All</b> proper nouns are correctly capitalized | <b>Most</b> sentences begin with a capital letter. <b>Most</b> proper nouns are correctly capitalized. | <b>Some</b> sentences begin with a capital letter. <b>Some</b> proper nouns are correctly capitalized. | <b>Few</b> sentences begin with a capital letter, <b>few</b> proper nouns are correctly capitalized. |
| <b>Punctuation</b>        | <b>All</b> sentences end with correct punctuation.                                                  | <b>Most</b> sentences end with correct punctuation.                                                    | <b>Some</b> sentences end with correct punctuation.                                                    | End punctuation is consistently <b>missing</b> or <b>incorrect</b> .                                 |
| <b>Spelling</b>           | <b>All</b> grade-level-appropriate words are spelled correctly.                                     | <b>Most</b> grade-level- appropriate words are spelled correctly.                                      | <b>Some</b> grade-level- appropriate words are spelled correctly.                                      | Grade-level-appropriate words are consistently spelled <b>incorrectly</b> .                          |
| <b>Sentence Formation</b> | <b>All</b> sentences show subject-verb agreement, <b>no</b> fragments or run-ons.                   | <b>Most</b> sentences show subject-verb agreement, <b>few</b> fragments or run-ons.                    | <b>Some</b> sentences show subject-verb agreement, <b>some</b> fragments or run-ons                    | There are <b>many</b> errors in subject-verb agreement, fragments or run-ons.                        |