

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

	Em	Dev	Prof	Ext
Fall				
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## Kindergarten – Personal Writing

Aspect	Emerging	Developing	Proficient	Extending
Snapshot	Writing may use drawings or random scribbling to communicate ideas.	Writing is beginning to distinguish text from drawings as two different forms of expression.	Writing may attempt to recount experiences or ideas. Letters strings and words communicate meaning.	Writing offers some ideas or experiences. The student can write simple text. May be very short and include some errors.
Meaning <ul style="list-style-type: none"> <li>• Ideas and Information</li> <li>• Use of details</li> </ul>	<ul style="list-style-type: none"> <li>• Meaning is in the drawing</li> </ul>	<ul style="list-style-type: none"> <li>• Most of meaning is in the drawing</li> </ul>	<ul style="list-style-type: none"> <li>• Shares ideas with drawings and writing</li> <li>• Drawings labelled with sounds and simple words</li> </ul>	<ul style="list-style-type: none"> <li>• Some connections to experiences and preferences</li> <li>• Limited detail that may be repetitive</li> </ul>
Style <ul style="list-style-type: none"> <li>• Word choice</li> <li>• Sentence fluency</li> <li>• Voice</li> </ul>	<ul style="list-style-type: none"> <li>• Uses scribble writing</li> <li>• Often very short</li> </ul>	<ul style="list-style-type: none"> <li>• Symbols and markings</li> <li>• Some letters</li> </ul>	<ul style="list-style-type: none"> <li>• Letter strings</li> <li>• Copies words</li> <li>• Uses correct beginning sound</li> </ul>	<ul style="list-style-type: none"> <li>• Simple relative, language</li> <li>• Relies on short, simple sentences</li> </ul>
Structure <ul style="list-style-type: none"> <li>• Organization</li> <li>• Sequencing</li> <li>• Transition (temporal) Words</li> </ul>	<ul style="list-style-type: none"> <li>• Attempt to create printed text and drawings</li> <li>• May try to use left to right directionality</li> </ul>	<ul style="list-style-type: none"> <li>• Text and drawings are somewhat connected</li> <li>• Left to right directionality with symbols, markings, and letters</li> </ul>	<ul style="list-style-type: none"> <li>• Text and drawing are connected</li> <li>• Left to right directionality with letter strings/words</li> <li>• Differentiates drawings from writing</li> </ul>	<ul style="list-style-type: none"> <li>• May be an opening sentence to introduce topic</li> <li>• Some transition words for sequencing</li> </ul>
Conventions <ul style="list-style-type: none"> <li>• Complete Sentences</li> <li>• Spelling</li> <li>• Capitals</li> <li>• Punctuation</li> <li>• Grammar and Syntax</li> </ul>	<ul style="list-style-type: none"> <li>• Attempts to scribble write</li> <li>• May try to use signs/symbols for punctuation</li> <li>• May be some spaces to mark word boundaries</li> </ul>	<ul style="list-style-type: none"> <li>• Attempts to print some letters</li> <li>• May include spaces to mark word boundaries</li> <li>• Uses some signs/symbols for punctuation</li> </ul>	<ul style="list-style-type: none"> <li>• Includes upper and lower cases letters</li> <li>• Uses spaces between letter strings/words to mark word boundaries</li> <li>• May include some punctuation</li> <li>• May spell some CV or CVC words correctly</li> </ul>	<ul style="list-style-type: none"> <li>• Some complete sentences</li> <li>• All sounds represented, but some spelling errors</li> <li>• Some punctuation and capitalization</li> <li>• Some errors with grammar and syntax</li> </ul>

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## Grade One – Personal Writing

Aspect	Emerging	Developing	Proficient	Extending
Snapshot	Writing consists of a string of letters or is scribed. The student requires a great deal of support.	Writing may attempt to recount experiences or ideas. Errors make the writing difficult to read. Often very short.	Writing offers some logical ideas or experiences. The student can write independently with some occasional support.	Writing offers a series of connected ideas or experiences. The writing is clear and easy to follow. There may be some errors, but they do not affect meaning.
Meaning <ul style="list-style-type: none"> <li>Ideas and Information</li> <li>Use of details</li> </ul>	<ul style="list-style-type: none"> <li>Most of the meaning is in the drawing</li> </ul>	<ul style="list-style-type: none"> <li>Simple or limited connections</li> <li>Little or no detail</li> </ul>	<ul style="list-style-type: none"> <li>Some connections to experiences and preferences</li> <li>Limited detail that may be repetitive</li> </ul>	<ul style="list-style-type: none"> <li>Make connections to experiences and preferences</li> <li>Details support ideas</li> </ul>
Style <ul style="list-style-type: none"> <li>Word choice</li> <li>Sentence fluency</li> <li>Voice</li> </ul>	<ul style="list-style-type: none"> <li>Simple words or labelling</li> <li>When dictating to a scribe, may be one long sentence or a series of short sentences or phrases</li> </ul>	<ul style="list-style-type: none"> <li>Basic functional language</li> <li>Relies on short, simple sentence starters</li> <li>May include fragments</li> </ul>	<ul style="list-style-type: none"> <li>Simple language, often repetitive</li> <li>Relies on short, simple sentences</li> </ul>	<ul style="list-style-type: none"> <li>Uses descriptive language (adjectives and adverbs)</li> <li>Writes compound and complex sentences using conjunctions (e.g., because, but, so, and)</li> </ul>
Form & Structure <ul style="list-style-type: none"> <li>Organization</li> <li>Sequencing</li> <li>Transition (temporal) Words</li> </ul>	<ul style="list-style-type: none"> <li>Usually a drawing with a string of letters or one or two dictated sentences</li> </ul>	<ul style="list-style-type: none"> <li>Opening is missing</li> <li>No sense of closure</li> <li>Lack of sequencing</li> </ul>	<ul style="list-style-type: none"> <li>May be an opening sentence to introduce topic</li> <li>Limited or unclear sense of closure</li> <li>Some transition words for sequencing</li> </ul>	<ul style="list-style-type: none"> <li>Opening sentence introduces the topic</li> <li>Sense of closure</li> <li>Uses simple linking and transition words for sequencing</li> </ul>
Conventions <ul style="list-style-type: none"> <li>Complete Sentences</li> <li>Spelling</li> <li>Capitals</li> <li>Punctuation</li> <li>Grammar and Syntax</li> </ul>	<ul style="list-style-type: none"> <li>May show correct initial consonant for a word</li> <li>Uses punctuation and capital letters inconsistently or not at all</li> <li>May spell some CV or CVC words correctly</li> </ul>	<ul style="list-style-type: none"> <li>May omit letters and sounds</li> <li>Frequent serious spelling errors in basic vocabulary, some words may be difficult to figure out</li> <li>Often omits or uses punctuation and capital letters inconsistently</li> <li>Frequent errors with grammar and syntax</li> </ul>	<ul style="list-style-type: none"> <li>All sounds represented, but some spelling errors</li> <li>Inconsistent punctuation and capitalization</li> <li>Some errors with grammar and syntax</li> </ul>	<ul style="list-style-type: none"> <li>Uses conventional spelling of common words</li> <li>Applies knowledge of spelling patterns taught</li> <li>Occasional errors in end punctuation</li> <li>Uses capital letters consistently</li> <li>May be some errors with grammar and syntax</li> </ul>

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## Grade Two – Personal Writing

Aspect	Emerging	Developing	Proficient	Extending
Snapshot	Writing may attempt to recount experiences or ideas. Errors make the writing difficult to read. Often very short.	Writing offers some logical ideas or experiences. May be difficult to follow in places.	Writing offers a series of connected ideas or experiences. The writing is easy to follow. There may be some errors, but they do not affect meaning.	Writing offers related details, reasons, and examples. The writing has a clear topic and focus.
Meaning <ul style="list-style-type: none"> <li>Ideas and Information</li> <li>Use of details</li> </ul>	<ul style="list-style-type: none"> <li>Simple or limited connections</li> <li>Little or no detail</li> </ul>	<ul style="list-style-type: none"> <li>Some connections to experiences and preferences</li> <li>Limited detail that may be repetitive</li> </ul>	<ul style="list-style-type: none"> <li>Make connections to experiences and preferences</li> <li>Details support ideas</li> </ul>	<ul style="list-style-type: none"> <li>Makes connections to experiences, preferences, opinions, and feelings</li> <li>Interesting and specific details with examples</li> </ul>
Style <ul style="list-style-type: none"> <li>Word choice</li> <li>Sentence fluency</li> <li>Voice</li> </ul>	<ul style="list-style-type: none"> <li>Basic functional language</li> <li>Relies on short, simple sentence starters</li> <li>May include fragments</li> </ul>	<ul style="list-style-type: none"> <li>Simple language, often repetitive</li> <li>Relies on short, simple sentences</li> </ul>	<ul style="list-style-type: none"> <li>Uses descriptive language (adjectives and adverbs)</li> <li>Writes compound and complex sentences using conjunctions (e.g., because, but, so, and)</li> </ul>	<ul style="list-style-type: none"> <li>Uses some descriptive and figurative language</li> <li>Writes a variety of sentence types and experiments with paragraphs</li> </ul>
Form & Structure <ul style="list-style-type: none"> <li>Organization</li> <li>Sequencing</li> <li>Transition (temporal) Words</li> </ul>	<ul style="list-style-type: none"> <li>Opening is missing</li> <li>No sense of closure</li> <li>Lack of sequencing</li> </ul>	<ul style="list-style-type: none"> <li>May be an opening sentence to introduce topic</li> <li>Limited or unclear sense of closure</li> <li>Some transition words for sequencing</li> </ul>	<ul style="list-style-type: none"> <li>Opening sentence introduces the topic</li> <li>Sense of closure</li> <li>Uses simple linking and transition words for sequencing</li> </ul>	<ul style="list-style-type: none"> <li>Topic is clearly introduced</li> <li>Clear sense of closure</li> <li>Uses some transition words for sequencing</li> </ul>
Conventions <ul style="list-style-type: none"> <li>Complete Sentences</li> <li>Spelling</li> <li>Capitals</li> <li>Punctuation</li> <li>Grammar and Syntax</li> </ul>	<ul style="list-style-type: none"> <li>May omit letters and sounds</li> <li>Frequent serious spelling errors in basic vocabulary, some words may be difficult to figure out</li> <li>Often omits or uses punctuation and capital letters inconsistently</li> <li>Frequent errors with grammar and syntax</li> </ul>	<ul style="list-style-type: none"> <li>All sounds represented, but some spelling errors</li> <li>Inconsistent punctuation and capitalization</li> <li>Some errors with grammar and syntax</li> </ul>	<ul style="list-style-type: none"> <li>Uses conventional spelling of common words</li> <li>Applies knowledge of spelling patterns taught</li> <li>Occasional errors in end punctuation</li> <li>Uses capital letters consistently</li> <li>May be some errors with grammar and syntax</li> </ul>	<ul style="list-style-type: none"> <li>Spelling errors in challenging words</li> <li>Correct grammar and syntax throughout</li> <li>Correct use of capitalization and punctuation</li> </ul>

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## Grade Three – Personal Writing

Aspect	Emerging	Developing	Proficient	Extending
Snapshot	Writing offers some logical ideas or experiences, but connections are not always clear. May be difficult to follow in places.	Writing offers a series of connected ideas or experiences. The writing is easy to follow. There may be some errors, but they do not affect meaning.	Writing offers related details, reasons, and examples. The writing has a clear topic and focus.	Writing offers detail, insight, and elaboration. The writing is concise and flows smoothly with a specific topic.
Meaning <ul style="list-style-type: none"> <li>Ideas and Information</li> <li>Use of details</li> </ul>	<ul style="list-style-type: none"> <li>Simple or limited connections</li> <li>Little or no detail</li> </ul>	<ul style="list-style-type: none"> <li>Some connections to experiences and preferences</li> <li>Limited detail that may be repetitive</li> </ul>	<ul style="list-style-type: none"> <li>Make connections to experiences and preferences</li> <li>Details support ideas</li> </ul>	<ul style="list-style-type: none"> <li>Personality and perspectives of the writer comes through</li> <li>Supports and elaborates ideas with explanations, details, and examples</li> </ul>
Style <ul style="list-style-type: none"> <li>Word choice</li> <li>Sentence fluency</li> <li>Voice</li> </ul>	<ul style="list-style-type: none"> <li>Simple language, often repetitive</li> <li>Relies on short, simple sentences</li> </ul>	<ul style="list-style-type: none"> <li>Uses some descriptive language (adjectives and adverbs)</li> <li>Writes compound and complex sentences using conjunctions (e.g., because, but, so, and)</li> </ul>	<ul style="list-style-type: none"> <li>Uses descriptive language</li> <li>Writes a variety of sentence types and</li> </ul>	<ul style="list-style-type: none"> <li>Uses descriptive and figurative language with precision</li> <li>Writes a variety of sentence types, patterns, and lengths</li> </ul>
Form & Structure <ul style="list-style-type: none"> <li>Organization</li> <li>Sequencing</li> <li>Transition (temporal) Words</li> </ul>	<ul style="list-style-type: none"> <li>May be an opening sentence to introduce topic</li> <li>Limited or unclear sense of closure</li> <li>Some transition words for sequencing</li> </ul>	<ul style="list-style-type: none"> <li>Opening sentence introduces the topic</li> <li>Sense of closure</li> <li>Uses simple linking and transition words for sequencing</li> </ul>	<ul style="list-style-type: none"> <li>Topic is clearly introduced</li> <li>Clear sense of closure</li> <li>Uses some of transition words for sequencing</li> <li>Experiments with paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>Writing is focused and connected through the beginning, middle, and end</li> <li>Uses a variety transition words for sequencing</li> <li>Uses paragraphs to separate ideas</li> </ul>
Conventions <ul style="list-style-type: none"> <li>Complete Sentences</li> <li>Spelling</li> <li>Capitals</li> <li>Punctuation</li> <li>Grammar and Syntax</li> </ul>	<ul style="list-style-type: none"> <li>All sounds represented, but some spelling errors</li> <li>Inconsistent punctuation and capitalization</li> <li>Some errors with grammar and syntax</li> </ul>	<ul style="list-style-type: none"> <li>Uses conventional spelling of common words</li> <li>Applies knowledge of spelling patterns taught</li> <li>Occasional errors in end punctuation</li> <li>Uses capital letters consistently</li> <li>May be some errors with grammar and syntax</li> </ul>	<ul style="list-style-type: none"> <li>Spelling errors only in challenging words</li> <li>Correct grammar and syntax throughout</li> <li>Correct use of capitalization and end punctuation</li> </ul>	<ul style="list-style-type: none"> <li>Spelling is correct</li> <li>Sophisticated use of grammar and syntax</li> <li>Correct use of capitalization and punctuation, including commas and apostrophes</li> </ul>

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## Grade Four – Personal Writing

Aspect	Emerging	Developing	Proficient	Extending
Snapshot	Writing offers some connected ideas or experiences with limited detail. The writing is simple.	Writing offers loosely connected details, reasons, and examples. The writing has a clear topic.	Writing is clear, focused, and well developed with specific details. The writing is concise and flows smoothly with a specific topic.	Writing offers detail, insight, and elaboration. There is evidence of individuality.
Meaning <ul style="list-style-type: none"> <li>Ideas and Information</li> <li>Use of details</li> </ul>	<ul style="list-style-type: none"> <li>Makes some connections to experiences and preferences</li> <li>Few details to support ideas</li> <li>Writing may be repetitive</li> </ul>	<ul style="list-style-type: none"> <li>Ideas somewhat developed</li> <li>Some relevant details, reasons, and examples</li> </ul>	<ul style="list-style-type: none"> <li>Ideas are fully developed</li> <li>Relevant details, reasons, and explanations</li> </ul>	<ul style="list-style-type: none"> <li>Ideas fully developed through engaging details, reasons, and examples</li> <li>Often some emotional impact</li> </ul>
Style <ul style="list-style-type: none"> <li>Word choice</li> <li>Sentence fluency</li> <li>Voice</li> </ul>	<ul style="list-style-type: none"> <li>Uses limited, basic language</li> <li>Writes short, simple sentences</li> </ul>	<ul style="list-style-type: none"> <li>Uses some descriptive (adjectives and adverbs) language</li> <li>Writes compound sentences (e.g., uses conjunctions like because, but, so, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Uses descriptive language with precision</li> <li>Writes a variety of sentence types, patterns, and lengths</li> </ul>	<ul style="list-style-type: none"> <li>Uses varied language with precision, often experiments with figurative language or new vocabulary</li> <li>Uses a variety of sentence patterns, types, and length for effect</li> </ul>
Form & Structure <ul style="list-style-type: none"> <li>Organization</li> <li>Sequencing</li> <li>Transition (temporal) Words</li> </ul>	<ul style="list-style-type: none"> <li>Opening sentence may introduce the topic</li> <li>Uses some simple linking and transition words for sequencing</li> </ul>	<ul style="list-style-type: none"> <li>Opening sentence introduces the topic</li> <li>Clear sense of closure</li> <li>Uses some transition words for sequencing</li> <li>Experiments with paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>Writing is focused with an introduction and conclusion</li> <li>Uses a variety transition words for sequencing</li> <li>Paragraphs have a topic sentence and supporting details</li> </ul>	<ul style="list-style-type: none"> <li>Topic is introduced and concluded in engaging ways</li> <li>Sequence is clearly focused and flows smoothly</li> <li>Uses an increasing range of transition words</li> <li>Written in well-developed paragraphs</li> </ul>
Conventions <ul style="list-style-type: none"> <li>Complete Sentences</li> <li>Spelling</li> <li>Capitals</li> <li>Punctuation</li> <li>Grammar and Syntax</li> </ul>	<ul style="list-style-type: none"> <li>Uses conventional spelling of common words</li> <li>Some errors in end punctuation</li> <li>Uses capital letters consistently</li> <li>May be some errors with grammar and syntax</li> </ul>	<ul style="list-style-type: none"> <li>Spelling errors only in challenging words</li> <li>Correct grammar and syntax throughout</li> <li>Correct use of capitalization and punctuation</li> </ul>	<ul style="list-style-type: none"> <li>Spelling is correct</li> <li>Sophisticated use of grammar and syntax</li> <li>Correct use of capitalization and punctuation, including commas and apostrophes</li> </ul>	<ul style="list-style-type: none"> <li>Spelling is correct</li> <li>Refined use of grammar and syntax</li> <li>Proofreads and corrects capitalization and punctuation</li> </ul>

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## Grade Five – Personal Writing

Aspect	Emerging	Developing	Proficient	Extending
Snapshot	Writing offers some connected ideas or experiences. The writing is simple. There may be some errors. May be difficult to follow.	Writing presents somewhat connected ideas. It maintains a clear central topic.	Writing demonstrates thoroughly developed ideas. It maintains a clear focus and exhibits a smooth, concise flow.	Writing has detailed insight and elaboration. It shows a strong personal voice.
<b>Meaning</b> <ul style="list-style-type: none"> <li>Ideas and Information</li> <li>Use of details</li> </ul>	<ul style="list-style-type: none"> <li>Some connections to experiences and preferences</li> <li>Limited detail that may be repetitive</li> </ul>	<ul style="list-style-type: none"> <li>Makes connections to experiences and preferences</li> <li>Details support ideas</li> </ul>	<ul style="list-style-type: none"> <li>Main idea elaborated with details, reasons, and explanations</li> </ul>	<ul style="list-style-type: none"> <li>Ideas fully developed through engaging details, reasons, and examples</li> <li>Often with some emotional impact</li> </ul>
<b>Style</b> <ul style="list-style-type: none"> <li>Word choice</li> <li>Sentence fluency</li> <li>Voice</li> </ul>	<ul style="list-style-type: none"> <li>Limited, simple language</li> <li>Writes short, simple sentences</li> </ul>	<ul style="list-style-type: none"> <li>Uses some varied language</li> <li>Uses a few different sentence patterns, types, and length</li> </ul>	<ul style="list-style-type: none"> <li>Uses descriptive and more complex vocabulary, may include figurative language</li> <li>Writes a variety of sentence types, patterns, and lengths</li> </ul>	<ul style="list-style-type: none"> <li>Uses a range of language with precision, incorporates figurative language and new vocabulary</li> <li>Uses a diverse range of sentence structures, patterns, and lengths to enhance effect and clarity</li> </ul>
<b>Form &amp; Structure</b> <ul style="list-style-type: none"> <li>Organization</li> <li>Sequencing</li> <li>Transition (temporal) Words</li> </ul>	<ul style="list-style-type: none"> <li>Opening sentence may introduce topic</li> <li>No ending</li> <li>May use some transition words for sequencing</li> <li>May experiment with paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>Clear introduction</li> <li>Some evidence of sequencing</li> <li>Uses some transition words</li> <li>Sudden ending</li> <li>Experimenting with simple paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>Writing is focused and connected through the beginning, middle, and end with an introduction and conclusion</li> <li>Uses a variety transition words for sequencing</li> <li>Paragraphs have a topic sentence and supporting details</li> </ul>	<ul style="list-style-type: none"> <li>Topic is introduced and concluded in engaging ways</li> <li>Sequence is clearly focused and flows smoothly</li> <li>Uses an increasing range of transition words</li> <li>Written in well-developed paragraphs</li> </ul>
<b>Conventions</b> <ul style="list-style-type: none"> <li>Complete Sentences</li> <li>Spelling</li> <li>Capitals</li> <li>Punctuation</li> <li>Grammar and Syntax</li> </ul>	<ul style="list-style-type: none"> <li>Uses conventional spelling of common words</li> <li>Some errors in end punctuation</li> <li>Uses capital letters consistently</li> <li>May be some errors with grammar and syntax</li> </ul>	<ul style="list-style-type: none"> <li>Spelling errors only in challenging words</li> <li>Mostly correct grammar and syntax throughout</li> <li>Uses capitalization and punctuation, though may be inconsistent</li> </ul>	<ul style="list-style-type: none"> <li>Spelling is correct throughout text</li> <li>Appropriate use of grammar and syntax</li> <li>Correct use of capitalization and punctuation, including commas and apostrophes</li> </ul>	<ul style="list-style-type: none"> <li>Uses complex spelling conventions</li> <li>Refined use of grammar and syntax</li> <li>Includes complex punctuation</li> </ul>

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## Grade Six – Personal Writing

Aspect	Emerging	Developing	Proficient	Extending
Snapshot	Writing offers some ideas that are related to the topic. The writing is very simple and short. Meaning may be difficult to discern.	Writing presents some general connected ideas. It completes a basic task.	Writing shows strong insight with thoughtful elaboration. There is a clear focus with a smooth, concise flow.	Writing presents thoroughly developed ideas supported by precise and relevant details. It has a distinct individual voice.
Meaning <ul style="list-style-type: none"> <li>Ideas and Information</li> <li>Use of details</li> </ul>	<ul style="list-style-type: none"> <li>Some connections to experiences and preferences</li> <li>Limited detail that may be repetitive</li> </ul>	<ul style="list-style-type: none"> <li>Makes connections to experiences and preferences</li> <li>Details support ideas</li> </ul>	<ul style="list-style-type: none"> <li>Main idea is thoroughly developed through specific details, and clear explanations</li> </ul>	<ul style="list-style-type: none"> <li>Ideas are well developed with engaging details, clear reasons, and meaningful examples</li> <li>Writing creates an emotional impact</li> </ul>
Style <ul style="list-style-type: none"> <li>Word choice</li> <li>Sentence fluency</li> <li>Voice</li> </ul>	<ul style="list-style-type: none"> <li>Simple, informal language</li> <li>Writes short, simple sentences</li> </ul>	<ul style="list-style-type: none"> <li>Uses some varied language</li> <li>Uses a few different sentence patterns, types, and length</li> </ul>	<ul style="list-style-type: none"> <li>Uses descriptive and more complex vocabulary, may include figurative language</li> <li>Writes a variety of sentence types, patterns, and lengths</li> </ul>	<ul style="list-style-type: none"> <li>Uses a range of language with precision, incorporates figurative language and new vocabulary</li> <li>Writes a variety of sentence types, patterns, and lengths for effect</li> </ul>
Form & Structure <ul style="list-style-type: none"> <li>Organization</li> <li>Sequencing</li> <li>Transition (temporal) Words</li> </ul>	<ul style="list-style-type: none"> <li>Topic may be introduced</li> <li>No ending</li> <li>May use some transition words for sequencing</li> <li>May experiment with paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>Opening sentence introduces topic</li> <li>Some evidence of sequencing</li> <li>Uses some transition words</li> <li>Sudden ending</li> <li>Written in simple paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>Writing is focused and connected through the beginning, middle, and end with an introduction and conclusion</li> <li>Uses a variety of transition words for sequencing</li> <li>Paragraphs characterized by unity, development, and coherence</li> </ul>	<ul style="list-style-type: none"> <li>Topic is introduced and concluded in engaging ways</li> <li>Sequence is clearly focused and flows smoothly</li> <li>Uses an increasing range of transition words</li> <li>Written in well-developed paragraphs</li> </ul>
Conventions <ul style="list-style-type: none"> <li>Complete Sentences</li> <li>Spelling</li> <li>Capitals</li> <li>Punctuation</li> <li>Grammar and Syntax</li> </ul>	<ul style="list-style-type: none"> <li>Uses conventional spelling of common words</li> <li>Some errors in end punctuation</li> <li>Uses capital letters consistently</li> <li>May be some errors with grammar and syntax</li> </ul>	<ul style="list-style-type: none"> <li>Spelling errors only in challenging words</li> <li>Mostly correct grammar and syntax throughout</li> <li>Uses capitalization and punctuation, though may be inconsistent</li> </ul>	<ul style="list-style-type: none"> <li>Spelling is correct throughout text</li> <li>Appropriate use of grammar and syntax</li> <li>Correct use of capitalization and punctuation, including commas and apostrophes</li> </ul>	<ul style="list-style-type: none"> <li>Uses complex spelling conventions</li> <li>Refined use of grammar and syntax</li> <li>Includes complex punctuation</li> </ul>

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

	Em	Dev	Prof	Ext
Fall				
Winter				
Spring				

## Grade Seven – Personal Writing

Aspect	Emerging	Developing	Proficient	Extending
Snapshot	Writing offers some ideas that are related to the topic. The writing is very simple and short. Includes some serious errors that impact meaning.	Writing presents some connected details, reasons, and examples. There is a clear central topic.	Writing presents thoroughly developed ideas supported by precise and relevant details. It has a distinct individual voice.	Writing is precise, insightful, and sophisticated. Ideas are enhanced by a compelling, authentic voice.
<b>Meaning</b> <ul style="list-style-type: none"> <li>Ideas and Information</li> <li>Use of details</li> </ul>	<ul style="list-style-type: none"> <li>Some connections to experiences and preferences</li> <li>Limited detail that may be repetitive</li> </ul>	<ul style="list-style-type: none"> <li>Makes connections to experiences and preferences</li> <li>Details support ideas</li> </ul>	<ul style="list-style-type: none"> <li>Main idea is thoroughly developed through specific details, and clear explanations</li> </ul>	<ul style="list-style-type: none"> <li>Ideas are well developed with engaging details, clear reasons, and meaningful examples</li> <li>Writing creates an emotional impact</li> </ul>
<b>Style</b> <ul style="list-style-type: none"> <li>Word choice</li> <li>Sentence fluency</li> <li>Voice</li> </ul>	<ul style="list-style-type: none"> <li>Simple, informal language</li> <li>Writes short, simple sentences</li> </ul>	<ul style="list-style-type: none"> <li>Uses some varied language</li> <li>Uses a few different sentence patterns, types, and length</li> </ul>	<ul style="list-style-type: none"> <li>Uses descriptive and more complex vocabulary, may include figurative language</li> <li>Writes a variety of sentence types, patterns, and lengths</li> </ul>	<ul style="list-style-type: none"> <li>Uses a range of language with precision, incorporates figurative language and new vocabulary</li> <li>Writes a variety of sentence types, patterns, and lengths for effect</li> </ul>
<b>Form &amp; Structure</b> <ul style="list-style-type: none"> <li>Organization</li> <li>Sequencing</li> <li>Transition (temporal) Words</li> </ul>	<ul style="list-style-type: none"> <li>Topic may be introduced</li> <li>No ending</li> <li>May use some transition words for sequencing</li> <li>May experiment with paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>Opening sentence introduces topic</li> <li>Some evidence of sequencing</li> <li>Uses some transition words</li> <li>Sudden ending</li> <li>Written in simple paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>Writing is focused and connected through the beginning, middle, and end with an introduction and conclusion</li> <li>Uses a variety of transition words for sequencing</li> <li>Paragraphs characterized by unity, development, and coherence</li> </ul>	<ul style="list-style-type: none"> <li>Topic is introduced and concluded in engaging ways</li> <li>Sequence is clearly focused and flows smoothly</li> <li>Uses an increasing range of transition words</li> <li>Written in well-developed paragraphs</li> </ul>
<b>Conventions</b> <ul style="list-style-type: none"> <li>Complete Sentences</li> <li>Spelling</li> <li>Capitals</li> <li>Punctuation</li> <li>Grammar and Syntax</li> </ul>	<ul style="list-style-type: none"> <li>Uses conventional spelling of common words</li> <li>Some errors in end punctuation</li> <li>Uses capital letters consistently</li> <li>May be some errors with grammar and syntax</li> </ul>	<ul style="list-style-type: none"> <li>Spelling errors only in challenging words</li> <li>Mostly correct grammar and syntax throughout</li> <li>Uses capitalization and punctuation, though may be inconsistent</li> </ul>	<ul style="list-style-type: none"> <li>Spelling is correct throughout text</li> <li>Appropriate use of grammar and syntax</li> <li>Correct use of capitalization and punctuation, including commas and apostrophes</li> </ul>	<ul style="list-style-type: none"> <li>Uses complex spelling conventions</li> <li>Refined use of grammar and syntax</li> <li>Includes complex punctuation</li> </ul>

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

	Em	Dev	Prof	Ext
Fall				
Winter				
Spring				

## Grade Eight – Personal Writing

Aspect	Emerging	Developing	Proficient	Extending
Snapshot	Writing presents some connected details, reasons, and examples; fragmented and difficult to follow	The writing presents some connected ideas; accomplishes the basic purpose or task. Often does not flow smoothly	Writing is clear, detailed, and well organized; accomplishes the purpose or task; flows smoothly	Writing is precise, insightful, and sophisticated. Ideas are enhanced by a compelling, authentic voice.
Meaning <ul style="list-style-type: none"> <li>• Ideas and Information</li> <li>• Use of details</li> </ul>	<ul style="list-style-type: none"> <li>• Makes connections to experiences and preferences</li> <li>• Ideas may be unclear or unfocused</li> <li>• Simplistic/limited details and overgeneralization</li> </ul>	<ul style="list-style-type: none"> <li>• Main idea is clear but may lose focus</li> <li>• Details support ideas</li> <li>• Simplistic connections made to topic</li> </ul>	<ul style="list-style-type: none"> <li>• Main idea is thoroughly developed through specific details, and clear explanations</li> <li>• Makes connections beyond the immediate topic or issue</li> </ul>	<ul style="list-style-type: none"> <li>• Ideas are well developed with insightful details, clear reasons, and meaningful examples</li> <li>• Writing creates an emotional impact with a clear sense of audience</li> </ul>
Style <ul style="list-style-type: none"> <li>• Word choice</li> <li>• Sentence fluency</li> <li>• Voice</li> </ul>	<ul style="list-style-type: none"> <li>• Simple, informal language</li> <li>• Writes short, simple sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Uses some varied language</li> <li>• Uses a few different sentence patterns, types, and length</li> </ul>	<ul style="list-style-type: none"> <li>• Uses descriptive and more complex vocabulary, may include figurative language</li> <li>• Writes a variety of sentence types, patterns, and lengths</li> </ul>	<ul style="list-style-type: none"> <li>• Uses a range of language with precision, incorporates figurative language and new vocabulary</li> <li>• Writes a variety of sentence types, patterns, and lengths for effect</li> <li>• Writing flows smoothly</li> </ul>
Form & Structure <ul style="list-style-type: none"> <li>• Organization</li> <li>• Sequencing</li> <li>• Transition (temporal) Words</li> </ul>	<ul style="list-style-type: none"> <li>• Unclear introduction</li> <li>• Conclusion is missing or inappropriate</li> <li>• May use some transition words for sequencing</li> <li>• Lacks organization</li> <li>• Often one paragraph of loosely related details and examples</li> </ul>	<ul style="list-style-type: none"> <li>• Opening sentence introduces topic</li> <li>• Related material is grouped together but transitions and paragraphing are weak</li> <li>• Conclusion is simple or predictable</li> </ul>	<ul style="list-style-type: none"> <li>• Writing is focused and connected</li> <li>• Paragraph structure is complete</li> <li>• Uses a variety transition words for sequencing</li> <li>• Attempts to create impact</li> </ul>	<ul style="list-style-type: none"> <li>• Topic is introduced and concluded in engaging ways</li> <li>• Sequence is clearly focused and flows smoothly</li> <li>• Logically sequenced and joined by transitions</li> <li>• Conclusion is strong and has impact</li> </ul>
Conventions <ul style="list-style-type: none"> <li>• Complete Sentences</li> <li>• Spelling</li> <li>• Capitals</li> <li>• Punctuation</li> <li>• Grammar and Syntax</li> </ul>	<ul style="list-style-type: none"> <li>• Simple words and structures</li> <li>• Errors in grammar and syntax (sentence structure, word order) interfere with meaning</li> </ul>	<ul style="list-style-type: none"> <li>• More complex words/structure used</li> <li>• Errors in structures (grammar and syntax) are noticeable but do not obscure meaning</li> </ul>	<ul style="list-style-type: none"> <li>• More complex language is used</li> <li>• Appropriate use of grammar and syntax</li> </ul>	<ul style="list-style-type: none"> <li>• Takes risks with complex language and punctuation</li> <li>• Refined use of grammar and syntax</li> </ul>

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

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Fall				
Winter				
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## Grade Nine – Personal Writing

Aspect	Emerging	Developing	Proficient	Extending
Snapshot	Writing presents some connected details, reasons, and examples; fragmented and difficult to follow.	The writing is generally easy to follow and understand but does not engage the reader.	Writing is clear, detailed, and logical; accomplishes the purpose or task; flows smoothly.	Writing is engaging with some sophistication in ideas and language with some sense of purpose and control.
Meaning <ul style="list-style-type: none"> <li>• Ideas and Information</li> <li>• Use of details</li> </ul>	<ul style="list-style-type: none"> <li>• Ideas are brief</li> <li>• Reasoning is difficult to follow</li> <li>• May make unsupported generalizations</li> </ul>	<ul style="list-style-type: none"> <li>• Main idea is clear</li> <li>• Some relevant ideas</li> <li>• Some explanation and examples</li> </ul>	<ul style="list-style-type: none"> <li>• Main idea is thoroughly developed and shows individuality</li> <li>• Position is built through detail, examples, and explanations</li> </ul>	<ul style="list-style-type: none"> <li>• Ideas are well developed with insightful details, clear reasons, and meaningful examples</li> <li>• Writing creates an emotional impact with increased maturity</li> </ul>
Style <ul style="list-style-type: none"> <li>• Word choice</li> <li>• Sentence fluency</li> <li>• Voice</li> </ul>	<ul style="list-style-type: none"> <li>• Basic general language</li> <li>• Sentences are short and simple</li> <li>• Tone of piece is basic</li> </ul>	<ul style="list-style-type: none"> <li>• Uses some varied language, and sentence lengths and types</li> <li>• Attempts to engage audience through tone</li> </ul>	<ul style="list-style-type: none"> <li>• Clear sentence structure and vocabulary</li> <li>• Varies language to convey tone</li> </ul>	<ul style="list-style-type: none"> <li>• Attempts to utilize rhetorical devices</li> <li>• Strong command of sentence structure and vocabulary</li> <li>• Tone is purposeful and supported</li> </ul>
Form & Structure <ul style="list-style-type: none"> <li>• Organization</li> <li>• Sequencing</li> <li>• Transition (temporal) Words</li> </ul>	<ul style="list-style-type: none"> <li>• Opening sentence introduces topic</li> <li>• Related material is grouped together but paragraphs are weak</li> <li>• Conclusion is attempted</li> <li>• Basic transitions only</li> <li>• Some abrupt shifts in ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Sequence may be logical but limited</li> <li>• Effective introduction</li> <li>• Conclusion is evident</li> <li>• Transitions attempted but may be awkward</li> <li>• Some evidence of planning and organization</li> </ul>	<ul style="list-style-type: none"> <li>• Clear paragraph structure</li> <li>• Variety of appropriate transitions</li> <li>• Predictable sequence</li> <li>• Logical conclusion</li> </ul>	<ul style="list-style-type: none"> <li>• Clear context and purpose</li> <li>• Sequence is logical and paragraphs are well constructed</li> <li>• Smooth, connecting transitions</li> <li>• Conclusion addresses the purpose and attempts to provide a resolution</li> </ul>
Conventions <ul style="list-style-type: none"> <li>• Complete Sentences</li> <li>• Spelling</li> <li>• Capitals</li> <li>• Punctuation</li> <li>• Grammar and Syntax</li> </ul>	<ul style="list-style-type: none"> <li>• No evidence of editing</li> <li>• Errors in grammar and syntax are recurring and/or distracting</li> <li>• Basic words or structures are used</li> </ul>	<ul style="list-style-type: none"> <li>• More complex language is used</li> <li>• Errors in structures (grammar and syntax) are noticeable but do not obscure meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Increasingly complex language and punctuation</li> <li>• Evidence of editing</li> <li>• Appropriate use of grammar and syntax</li> </ul>	<ul style="list-style-type: none"> <li>• Piece is clearly edited</li> <li>• Complex language and structures are evident</li> <li>• Mechanical errors are minor and do not interfere with meaning</li> </ul>

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

	Em	Dev	Prof	Ext
Fall				
Winter				
Spring				

## Grade Ten – Personal Writing

Aspect	Emerging	Developing	Proficient	Extending
Snapshot	Writing and planning is underdeveloped. There is an attempt to address the task, but may be too brief. Perspective may be missing or unclear.	The writing is straightforward and conveys the writer's ideas. Development may be formulaic or uneven. Details may be simple or generalized.	The writing is clear and logical, with some evidence of planning and depth. There is a sense of purpose and control.	The writing is engaging with evidence of planning and insight. There is an original perspective with purposeful use of language.
Meaning <ul style="list-style-type: none"> <li>Ideas and Information</li> <li>Use of details</li> </ul>	<ul style="list-style-type: none"> <li>Ideas may be underdeveloped or disconnected.</li> <li>An attempt to address the topic</li> <li>Examples may be listed, limited, or repetitive</li> </ul>	<ul style="list-style-type: none"> <li>Ideas are straightforward with superficial or generalized details</li> <li>May address the topic unevenly</li> <li>Examples may connect to personal experience</li> </ul>	<ul style="list-style-type: none"> <li>Ideas are fully developed and clear with supporting details and relevant examples</li> <li>Addresses topic with some insight and in-depth understanding</li> <li>Makes personal connections</li> </ul>	<ul style="list-style-type: none"> <li>Ideas are convincing and skillfully developed with purposefully chosen details and examples</li> <li>Addresses topic with depth of discussion and insight, maturity, and originality</li> <li>Makes insightful connections (self/text/society)</li> </ul>
Style <ul style="list-style-type: none"> <li>Word choice</li> <li>Sentence fluency</li> <li>Voice</li> </ul>	<ul style="list-style-type: none"> <li>Lacks a sense of audience</li> <li>Simplistic language</li> <li>Awkwardness in sentence structure and variety</li> </ul>	<ul style="list-style-type: none"> <li>Attempts to engage the audience; tone may be inconsistent</li> <li>Limited evidence of deliberate techniques</li> <li>Sentence variety is attempted with straightforward vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Uses appropriate tone and language</li> <li>Attempts to utilize rhetorical devices</li> <li>Varied use of sentence structure and vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Style and tone are purposeful</li> <li>Takes risks with a variety of rhetorical devices</li> <li>Effective use of sentence structure and vocabulary</li> </ul>
Form & Structure <ul style="list-style-type: none"> <li>Organization</li> <li>Sequencing</li> <li>Transition (temporal) Words</li> </ul>	<ul style="list-style-type: none"> <li>Beginning may introduce topic; purpose may be missing</li> <li>Little evidence of planning; there is a sense that the writer is discovering ideas while writing</li> <li>Transitions may be awkward</li> <li>Attempts to draw a conclusion</li> </ul>	<ul style="list-style-type: none"> <li>Organization is generally logical; may lack a sense of direction</li> <li>Paragraph structure is defined</li> <li>Transitions are mechanical</li> <li>Conclusion may be straightforward or predictable</li> </ul>	<ul style="list-style-type: none"> <li>Opening establishes context and purpose</li> <li>Sequence is logical and paragraphs are well-constructed</li> <li>Transitions help to make connections</li> <li>Conclusion addresses the purpose; attempts to provide a resolution</li> </ul>	<ul style="list-style-type: none"> <li>Engaging introduction</li> <li>Purposeful and/or sophisticated structure</li> <li>Transitions are natural and smooth</li> <li>Conclusion provides a satisfying resolution</li> </ul>
Conventions <ul style="list-style-type: none"> <li>Complete Sentences</li> <li>Spelling</li> <li>Capitals</li> <li>Punctuation</li> <li>Grammar and Syntax</li> </ul>	<ul style="list-style-type: none"> <li>No evidence of editing</li> <li>Errors are recurring and/or distracting</li> </ul>	<ul style="list-style-type: none"> <li>Conventions of language are usually followed</li> <li>Errors may disrupt the reading</li> </ul>	<ul style="list-style-type: none"> <li>Some evidence of editing</li> <li>Mechanical errors do not interfere with comprehension</li> </ul>	<ul style="list-style-type: none"> <li>Clear evidence of editing precision</li> <li>Mechanical errors are not noticeable</li> </ul>

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

	Em	Dev	Prof	Ext
Fall				
Winter				
Spring				

## Grade Eleven – Personal Writing

Aspect	Emerging	Developing	Proficient	Extending
Snapshot	Writing and planning is underdeveloped. There is an attempt to make connections; understanding may be flawed. Perspective may be missing or unclear.	The writing is straightforward with some evidence of planning. Development, language, and perspective may be generalized or formulaic.	The writing is purposeful, with evidence of planning and depth. There is a clear perspective with controlled use of language.	The writing creates impact with evidence of planning and maturity. There is an original perspective with skillful use of language.
Meaning <ul style="list-style-type: none"> <li>Ideas and Information</li> <li>Use of details</li> </ul>	<ul style="list-style-type: none"> <li>Writing generally addresses the topic</li> <li>Ideas may be underdeveloped and/or perspective may be unclear.</li> <li>Connections may be listed or limited</li> </ul>	<ul style="list-style-type: none"> <li>Writing attempts to communicate some creative, critical and/or reflective thinking</li> <li>Ideas and perspective are straightforward with superficial or generalized details</li> <li>May make general connections (self/text/society)</li> </ul>	<ul style="list-style-type: none"> <li>Writing communicates creative, critical, and/or reflective thinking</li> <li>Ideas are fully developed with a clear perspective and supporting details</li> <li>Makes connections (self/text/society)</li> </ul>	<ul style="list-style-type: none"> <li>Writing communicates well-developed creative, critical, and/or reflective thinking</li> <li>Depth of discussion with thoughtful perspective</li> <li>Makes insightful connections (self/text/society)</li> </ul>
Style <ul style="list-style-type: none"> <li>Word choice</li> <li>Sentence fluency</li> <li>Voice</li> </ul>	<ul style="list-style-type: none"> <li>Lacks a sense of audience</li> <li>Simplistic language</li> <li>Awkwardness in sentence structure and variety</li> </ul>	<ul style="list-style-type: none"> <li>Attempts to write with voice</li> <li>Attempts to use common (cliché) rhetorical devices</li> <li>Diction and syntax are usually appropriate; may lack variety</li> </ul>	<ul style="list-style-type: none"> <li>Clear voice and sense of audience</li> <li>Appropriate use of rhetorical devices</li> <li>Effective use of sentence structure and vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Voice engages audience</li> <li>Effective use of rhetorical devices</li> <li>Strong command of sentence structure and vocabulary</li> </ul>
Form & Structure <ul style="list-style-type: none"> <li>Organization</li> <li>Sequencing</li> <li>Transition (temporal) Words</li> </ul>	<ul style="list-style-type: none"> <li>Little evidence of planning</li> <li>Paragraph structure may be unevenly developed or undefined</li> <li>Transitions may be awkward</li> <li>Attempts to draw a conclusion</li> </ul>	<ul style="list-style-type: none"> <li>Some evidence of planning</li> <li>Structure may be predictable or formulaic</li> <li>Transitions may be mechanical</li> <li>Conclusion may be straightforward or predictable</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of planning</li> <li>Structure logically supports the ideas</li> <li>Transitions connect ideas</li> <li>Conclusion is purposeful</li> </ul>	<ul style="list-style-type: none"> <li>Clear evidence of planning</li> <li>Structure is purposeful, thoughtful and effective</li> <li>Transitions are natural and smooth</li> <li>Conclusion is insightful</li> </ul>
Conventions <ul style="list-style-type: none"> <li>Complete Sentences</li> <li>Spelling</li> <li>Capitals</li> <li>Punctuation</li> <li>Grammar and Syntax</li> </ul>	<ul style="list-style-type: none"> <li>No evidence of editing</li> <li>Errors are reoccurring and/or distracting</li> </ul>	<ul style="list-style-type: none"> <li>Conventions of language are usually followed</li> <li>Errors may disrupt the reading</li> </ul>	<ul style="list-style-type: none"> <li>Some evidence of editing</li> <li>Clear control of mechanics and language</li> <li>Errors do not interfere with flow of reading</li> </ul>	<ul style="list-style-type: none"> <li>Clear evidence of editing</li> <li>Writes with clarity and precision</li> <li>Mechanical errors are not noticeable</li> </ul>

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

	Em	Dev	Prof	Ext
Fall				
Winter				
Spring				

## Grade Twelve – Personal Writing

Aspect	Emerging	Developing	Proficient	Extending
Snapshot	Writing and planning is underdeveloped. There is an attempt to make connections; understanding may be flawed. Perspective may be simple or unclear.	The writing is straightforward with some evidence of planning. Development, language, and perspective may be formulaic.	The writing demonstrates control, planning, and purpose. There is a clear perspective and depth of thinking.	The writing creates impact with evidence of planning and maturity. There is an original perspective with sophisticated use of language.
Meaning <ul style="list-style-type: none"> <li>Ideas and Information</li> <li>Use of details</li> </ul>	<ul style="list-style-type: none"> <li>Writing attempts to communicate comprehensive, creative, critical and/or reflective thinking</li> <li>Ideas are underdeveloped and/or perspective may be unclear.</li> <li>Connections may be simplistic or flawed</li> </ul>	<ul style="list-style-type: none"> <li>Writing communicates some creative, critical and/or reflective thinking</li> <li>Ideas and perspective are straightforward with superficial or generalized details</li> <li>Makes general connections (self/text/society)</li> </ul>	<ul style="list-style-type: none"> <li>Writing communicates comprehensive creative, critical and/or reflective thinking</li> <li>Ideas are fully developed and clear with well-reasoned perspective(s)</li> <li>Makes perceptive connections (self/text/society)</li> </ul>	<ul style="list-style-type: none"> <li>Writing communicates sophisticated creative, critical and/or reflective thinking</li> <li>Depth of discussion and originality with thoughtful perspective</li> <li>Makes perceptive insights (self/text/society)</li> </ul>
Style <ul style="list-style-type: none"> <li>Word choice</li> <li>Sentence fluency</li> <li>Voice</li> </ul>	<ul style="list-style-type: none"> <li>Lacks a sense of audience</li> <li>Simplistic language</li> <li>Awkwardness in sentence structure and variety</li> </ul>	<ul style="list-style-type: none"> <li>Attempts to engage the audience; voice may be inconsistent</li> <li>Attempts to use rhetorical devices with purpose</li> <li>Diction and syntax are usually appropriate; may lack variety</li> </ul>	<ul style="list-style-type: none"> <li>Clear sense of voice and audience</li> <li>Some manipulation of language to achieve a desired effect</li> <li>Strong command of sentence structure and vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Voice and tone engage audience throughout (personality, emotion and/or wit)</li> <li>Effective use of rhetorical devices to achieve a desired effect</li> <li>Sophisticated use of sentence structure and vocabulary</li> </ul>
Form & Structure <ul style="list-style-type: none"> <li>Organization</li> <li>Sequencing</li> <li>Transition (temporal) Words</li> </ul>	<ul style="list-style-type: none"> <li>Little evidence of planning</li> <li>Paragraph structure needs attention (listed, disconnected, or may be all one)</li> <li>Transitions may be awkward or absent</li> <li>Attempts to draw a conclusion</li> </ul>	<ul style="list-style-type: none"> <li>Some evidence of planning</li> <li>Structure is generally logical; may be predictable or formulaic</li> <li>Transitions are mechanical</li> <li>Conclusion may be straightforward or predictable</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of planning</li> <li>Structure is purposeful, thoughtful and effective</li> <li>Transitions are effective</li> <li>Conclusion is purposeful</li> </ul>	<ul style="list-style-type: none"> <li>Clear evidence of planning</li> <li>Sophisticated structure elevates ideas</li> <li>Transitions are natural and smooth</li> <li>Conclusion is insightful</li> </ul>
Conventions <ul style="list-style-type: none"> <li>Complete Sentences</li> <li>Spelling</li> <li>Capitals</li> <li>Punctuation</li> <li>Grammar and Syntax</li> </ul>	<ul style="list-style-type: none"> <li>No evidence of editing</li> <li>Errors are reoccurring and/or distracting</li> </ul>	<ul style="list-style-type: none"> <li>Conventions of language are usually followed</li> <li>Errors may disrupt the reading</li> </ul>	<ul style="list-style-type: none"> <li>Some evidence of editing</li> <li>Clear control of mechanics and language</li> <li>Errors do not interfere with flow of reading</li> </ul>	<ul style="list-style-type: none"> <li>Clear evidence of editing</li> <li>Writes with clarity and precision</li> <li>Mechanical errors are not noticeable</li> </ul>