

## WRITING RUBRICS

### 3<sup>rd</sup> Grade

#### 3<sup>rd</sup> Grade Scoring Guide/Rubric for Organization (used in W03\_1.1.2)

<b>Advanced</b>	<b>Proficient</b>	<b>Below Proficient</b>
<ul style="list-style-type: none"> <li>• Writes complex sentences with more than just a subject and a predicate (e.g., adverb, adjective, prepositional phrase, etc.)</li> <li>• Paragraphs include a topic sentence, 3 or more supporting details, and a conclusion sentence.</li> <li>• Writing includes logical organization.</li> </ul>	<ul style="list-style-type: none"> <li>• All sentences are complete with a subject and a predicate.</li> <li>• Writes a simple paragraph that is connected to a common theme.</li> <li>• Writing includes a topic sentence and at least two supporting details.</li> </ul>	<ul style="list-style-type: none"> <li>• Few sentences are complete with a subject and predicate.</li> <li>• No paragraphing attempted.</li> <li>• No supporting details are evident.</li> <li>• Struggles writing a simple paragraph that is connected to a common theme.</li> </ul>

#### 3<sup>rd</sup> Grade Scoring Guide/Rubric for Organization (used in W03\_1.1.3)

<b>Advanced</b>	<b>Proficient</b>	<b>Below Proficient</b>
<ul style="list-style-type: none"> <li>• Writes complex sentences with more than just a subject and a predicate (e.g., adverb, adjective, prepositional phrase, etc.)</li> <li>• Paragraphs include a topic sentence, 3 or more supporting details and a conclusion sentence.</li> <li>• Writing includes a beginning, middle and end with logical organization.</li> </ul>	<ul style="list-style-type: none"> <li>• All sentences are complete with a subject and a predicate.</li> <li>• Writes a simple paragraph that is connected to a common theme.</li> <li>• Writing includes a beginning, middle and end with at least two supporting details.</li> </ul>	<ul style="list-style-type: none"> <li>• Few sentences are complete with a subject and predicate.</li> <li>• No paragraphing attempted.</li> <li>• Writing does not have a beginning, middle, and end.</li> <li>• No supporting details are evident.</li> <li>• Struggles writing a simple paragraph that is connected to a common theme.</li> </ul>

**3<sup>rd</sup> Grade Scoring Guide/Rubric for Expression**  
(used in W03\_1.2.2)

<b>Advanced</b>	<b>Proficient</b>	<b>Below Proficient</b>
<ul style="list-style-type: none"> <li>• Writer's personality is clear with a sense of purpose.</li> <li>• Writer attempts to use descriptive words to create a clear image.</li> <li>• Writer often uses adverbs, adjectives, strong verbs, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Language is clear and easy to understand.</li> <li>• Uses adjectives, adverbs, strong verbs, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Words are general, vague, or redundant and do not create a clear picture.</li> <li>• Words are often misused making the sentences difficult to understand.</li> <li>• Uses few adjectives, adverbs, strong verbs etc.</li> </ul>

**3<sup>rd</sup> Grade Scoring Guide/Rubric for Handwriting**  
(used in W03\_1.3.4)

<b>Trait</b>	<b>Advanced</b>	<b>Proficient</b>	<b>Below Proficient</b>
<b>Letter Formation</b>	Each letter is formed correctly.	80% of the letters are formed correctly.	Less than 80% of the letters are formed correctly.
<b>Letter Slant</b>	All letters have a uniform slant.	Most letters have a uniform slant.	Slant of letters vary from letter to letter.
<b>Neatness</b>	There are no extra visible marks or smudges on the paper.	There are 3-5 visible marks or smudges on the paper.	There are more than 5 visible marks or smudges on the paper.
<b>Relationship To Line</b>	All letters are located correctly in relationship to the lines.	Most letters are located correctly in relationship to the lines, but some are slightly larger or smaller than the space allowed by the line.	Most letters are larger or smaller than the space allowed by the line.
<b>Spacing</b>	There is appropriate spacing between all letters and words.	There is consistently appropriate spacing between most letters and words.	There is inconsistent spacing between letters and words.

**3<sup>rd</sup> Grade Six-Trait Scoring Guide/Rubric (used in W03\_1.4.2)**

<b>Trait</b>	<b>Advanced</b>	<b>Proficient</b>	<b>Below Proficient</b>
<b>Ideas and Content</b>	<p>All of steps in proficient column plus the following:</p> <ul style="list-style-type: none"> <li>• The paper is clear, focused, and enhanced by details.</li> <li>• Writer understands topic well.</li> <li>• Writer starts to use personal examples.</li> </ul>	<ul style="list-style-type: none"> <li>• Sentences follow a common theme.</li> <li>• Ideas are on one topic but themes and ideas may be simple.</li> <li>• Goal of paper is clear to reader and it is easy to see where writer is headed.</li> <li>• Paper is original.</li> </ul>	<ul style="list-style-type: none"> <li>• Not all sentences follow a common theme.</li> <li>• Writer shows little understanding of task. Poor or no effort shown.</li> <li>• Writing is hard to follow.</li> <li>• Writer has a sketchy idea but little cohesion.</li> <li>• Goal of paper is unclear.</li> </ul>
<b>Organization</b>	<ul style="list-style-type: none"> <li>• Writes complex sentences with more than just a subject and a predicate (e.g., adverb, adjective, prepositional phrase, etc.)</li> <li>• Paragraphs include a topic sentence, 4 or more supporting details and a conclusion sentence.</li> <li>• Writing includes a beginning, middle, and end with logical organization.</li> <li>• Uses a unique and effective organizational structure for the purpose and audience.</li> </ul>	<ul style="list-style-type: none"> <li>• All sentences are complete with a subject and a predicate.</li> <li>• Writes a simple paragraph that is connected to a common theme.</li> <li>• Writing includes a topic sentence and at least three supporting details.</li> <li>• Writing includes a beginning, middle, and end.</li> <li>• Writing uses the most appropriate organizational structure for the purpose and audience.</li> </ul>	<ul style="list-style-type: none"> <li>• Some sentences are incomplete without a subject and predicate.</li> <li>• Struggles writing a simple paragraph that is connected to a common theme.</li> <li>• No paragraphing attempted or structure is confusing.</li> <li>• Fewer than three details are evident.</li> <li>• Ideas are fragmented and do not have a beginning, middle, or end.</li> <li>• Organizational structure is confusing.</li> </ul>
<b>Voice</b>	<ul style="list-style-type: none"> <li>• Writer's personality is clear with a sense of purpose.</li> </ul>	<ul style="list-style-type: none"> <li>• Language is clear and easy to understand (not flowery).</li> <li>• Voice is appropriate to topic, purpose, and audience.</li> </ul>	<ul style="list-style-type: none"> <li>• Voice is inappropriate to the topic, purpose, or audience.</li> </ul>
<b>Word Choice</b>	<ul style="list-style-type: none"> <li>• Writer attempts to use descriptive words to create images and often uses adverbs, adjective clauses, strong verbs, transition clauses, and strong adjective clauses in paragraph(s).</li> </ul>	<ul style="list-style-type: none"> <li>• Final draft includes supporting details to improve clarity (uses adverbs, adjective clauses, strong verbs, transition clauses, and/or strong adjective clauses in paragraph(s)).</li> </ul>	<ul style="list-style-type: none"> <li>• Words are vague, or redundant so that they do not create a clear picture.</li> <li>• Words often misused, making the paper very difficult to understand.</li> <li>• Some words used incorrectly which may confuse the reader.</li> <li>• Uses few adverbs, strong verbs, transition clauses, and strong adjective clauses in paragraph(s).</li> </ul>

<b>Sentence Fluency</b>	<ul style="list-style-type: none"> <li>• Sentences begin to have variations in length and beginnings.</li> <li>• Sentences start to have some rhythm and are easy to read.</li> </ul>	<ul style="list-style-type: none"> <li>• All sentences are complete, easy to understand, and grammatically correct.</li> <li>• All sentences contain a subject and a predicate.</li> </ul>	<ul style="list-style-type: none"> <li>• Some sentences do not make sense, which makes the paper hard to understand.</li> <li>• Some sentence fragments and run-on sentences exist.</li> </ul>
<b>Conventions</b>	<ul style="list-style-type: none"> <li>• Simple punctuation is used accurately, including commas in dates, series, and in letters.</li> <li>• Capitalization in book titles is accurate and present when applicable.</li> <li>• Spelling is 90 - 100% accurate on grade appropriate/high frequency words (Fry/Dolch list 1-400, local spelling words, etc.).</li> <li>• Contractions are used accurately.</li> <li>• Final draft is neatly written in cursive or manuscript with conformation to size, slant, shape, and spacing.</li> </ul>	<ul style="list-style-type: none"> <li>• Capitals at the beginning of sentences and on proper nouns are in place and correct.</li> <li>• Ending punctuation is in place and correct.</li> <li>• Spelling of grade appropriate/high frequency words is at least 80% accurate (Fry/Dolch list 1-400, local spelling words, etc.).</li> <li>• Spelling of less frequent words shows errors.</li> <li>• Final draft is legible in cursive or manuscript.</li> </ul>	<ul style="list-style-type: none"> <li>• Punctuation and capitalization is not always appropriate or in place.</li> <li>• There are errors in subject/verb agreement.</li> <li>• Final draft is not legible in cursive or manuscript.</li> <li>• Consistent errors in spelling, capitalization and punctuation exist.</li> </ul>

**3<sup>rd</sup> Grade Scoring Guide/Rubric for Citations**  
(used in W03\_1.5.1)

<b>Advanced</b>	<b>Proficient</b>	<b>Below Proficient</b>
<ul style="list-style-type: none"> <li>• Student lists the author first in a citation then the title.</li> <li>• The author's last name is written first.</li> <li>• The list of sources is in alphabetical order.</li> </ul> <p>Johnson, Spencer, <u>Who Moved My Cheese</u></p>	<ul style="list-style-type: none"> <li>• Student lists the author and title of at least 3 books related to their topic.</li> </ul> <p><u>Who Moved My Cheese</u> by Spencer Johnson</p>	<ul style="list-style-type: none"> <li>• Student lists only the title or author in the citations.</li> <li>• Student may not have at least 3 sources.</li> </ul> <p><u>Who Moved My Cheese</u></p>

## 4<sup>th</sup> Grade

### 4<sup>th</sup> Grade Scoring/Guide Rubric for Ideas and Content (used in W04\_2.1.1)

Advanced	Proficient	Below Proficient
<ul style="list-style-type: none"> <li>• Topic is well-developed and details paint a clear picture.</li> <li>• Writes at least three paragraphs that are focused.</li> <li>• Paragraphs include a topic sentence, three or more supporting details, and a conclusion sentence.</li> </ul>	<ul style="list-style-type: none"> <li>• The paragraph is clear, focused and enhanced by two or more details that support the main idea.</li> <li>• The writing is at least one paragraph in length.</li> </ul>	<ul style="list-style-type: none"> <li>• Writer shows little understanding of the task.</li> <li>• Main idea of the paper is unclear.</li> <li>• Paper may not include at least two supporting details.</li> </ul>

### 4<sup>th</sup> Grade Scoring Guide/Rubric for Organization (used in W04\_2.1.2)

Advanced	Proficient	Below Proficient
<ul style="list-style-type: none"> <li>• The student writes at least 3 paragraphs that are focused</li> <li>• Paragraphs include a topic sentence, 3 or more supporting details, and a conclusion sentence.</li> <li>• Writing includes a well developed beginning, middle, and end with logical organization.</li> </ul>	<ul style="list-style-type: none"> <li>• Writing is focused and includes at least two paragraphs.</li> <li>• Writing is enhanced by two or more details that support the main idea.</li> <li>• Paper has logical sequencing including a beginning, middle, and ending with a concluding statement.</li> </ul>	<ul style="list-style-type: none"> <li>• Writing is less than two paragraphs.</li> <li>• Writing has few, incoherent, or jumbled ideas.</li> <li>• Writing does not have a complete beginning, middle, and/or end.</li> <li>• Ending is abrupt: "The End."</li> </ul>

### 4<sup>th</sup> Grade Scoring Guide/Rubric for Organization (used in W04\_2.1.3)

Advanced	Proficient	Not Proficient
<ul style="list-style-type: none"> <li>• Student writes at least 3 paragraphs that are focused.</li> <li>• Paragraphs include a topic sentence, 3 or more supporting details, and a strong conclusion sentence.</li> <li>• Writing includes a well developed beginning, middle, and end with logical organization.</li> </ul>	<ul style="list-style-type: none"> <li>• Writing is focused and includes at least two paragraphs.</li> <li>• Writing is enhanced by two or more details that support the main idea.</li> <li>• Paper has logical sequencing including a beginning and middle, and ending with a concluding statement.</li> </ul>	<ul style="list-style-type: none"> <li>• Writing is less than two paragraphs.</li> <li>• Writing has few, incoherent, or jumbled ideas.</li> <li>• Writing does not have a complete beginning, middle, and/or end.</li> <li>• Ending is abrupt: "The End."</li> </ul>

**4<sup>th</sup> Grade Scoring Guide/Rubric for Organization**  
(used in W04\_2.2.1)

<b>Advanced</b>	<b>Proficient</b>	<b>Below Proficient</b>
<ul style="list-style-type: none"> <li>Writes at least 3 paragraphs that are focused.</li> <li>Paragraphs include a topic sentence, 3 or more supporting details, and a strong concluding sentence.</li> <li>Writing includes a well-developed beginning, middle, and end with logical organization.</li> <li>Uses a unique and effective organizational structure for a story and includes a well-developed setting, character, problem, and solution.</li> </ul>	<ul style="list-style-type: none"> <li>Writing is focused, at least one paragraph, and enhanced by two or more details that support the main idea.</li> <li>Paper has logical sequencing including a beginning, middle, and concluding statement.</li> <li>Appropriately uses the organizational structures for a story and includes setting, character, problem, and solution.</li> </ul>	<ul style="list-style-type: none"> <li>Writing has few, incoherent, or jumbled ideas.</li> <li>Writing does not have a complete beginning, middle, and/or end.</li> <li>Ending is abrupt: "The End."</li> <li>Writing is missing elements of a story structure: setting, character, problem, or solution.</li> </ul>

**4<sup>th</sup> Grade Letter**  
**Structure Scoring Guide/Rubric**  
(used in W04\_2.2.2)

<b>Advanced</b>	<b>Proficient</b>	<b>Below Proficient</b>
<p>Letter includes all of the following elements in the correct order and format: Heading Date Greeting Body Closing</p> <p>An engaging topic sentence, more than three supporting details, and a concluding sentence that restates the main idea in a different way.</p>	<p>Letter includes most of the following elements in the correct order and format: Heading Date Greeting Body Closing</p> <p>Descriptive paragraph includes a topic sentence, at least three supporting details, and a concluding sentence.</p>	<p>Letter is missing many of the following elements or they are out of order: Heading Date Greeting Body Closing</p> <p>Descriptive paragraph is missing a topic sentence, at least three supporting details, or a concluding sentence.</p>

**4<sup>th</sup> Grade Voice/Word Choice Scoring Guide/Rubric**  
(used in W04\_2.2.3)

<b>Trait</b>	<b>Advanced</b>	<b>Proficient</b>	<b>Below Proficient</b>
<b>Voice</b>	<ul style="list-style-type: none"> <li>• Writer’s personality is clear with a sense of purpose.</li> </ul>	<ul style="list-style-type: none"> <li>• Language is clear and easy to understand (not flowery).</li> <li>• Voice is appropriate for the topic, purpose, audience, and structure.</li> </ul>	<ul style="list-style-type: none"> <li>• Voice is inappropriate to the topic or purpose.</li> <li>• Writer’s voice is not always appropriate to the topic, purpose, audience, or structure.</li> </ul>
<b>Word Choice</b>	<ul style="list-style-type: none"> <li>• Writer attempts to use descriptive words to create images and often uses adverbs, adjectives, clauses, strong verbs, transition clauses, and strong adjective clauses in paragraphs.</li> </ul>	<ul style="list-style-type: none"> <li>• Final draft includes supporting details to improve clarity (uses adverbs, adjective clauses, strong verbs, transition clauses, and/or strong adjective clauses in paragraphs).</li> </ul>	<ul style="list-style-type: none"> <li>• Limited or redundant vocabulary</li> <li>• Words are vague and general.</li> <li>• Words often misused, making the paper very difficult to understand.</li> <li>• Words are general and vague so that they do not create a clear picture.</li> <li>• Some words are used incorrectly, which may confuse the reader.</li> </ul>

### 4<sup>th</sup> Grade Six-Trait Scoring Guide/Writing Rubric (used in W04\_2.4.2)

Trait	Advanced	Proficient	Below Proficient
<b>Ideas and Content</b>	<p>All of steps in proficient column plus the following:</p> <ul style="list-style-type: none"> <li>• Topic is well-developed and details paint a clear picture.</li> <li>• Writer understands topic well.</li> <li>• Writing includes personal examples.</li> </ul>	<ul style="list-style-type: none"> <li>• The paper is clear, focused, and enhanced by two or more details that support the main idea.</li> <li>• Paper is original.</li> <li>• Composition has a clear beginning, middle, and ends with a concluding statement.</li> </ul>	<ul style="list-style-type: none"> <li>• Writer shows little understanding of task.</li> <li>• Goal of paper is unclear.</li> <li>• Composition doesn't include one of the following: a clear beginning, middle, or ending with a concluding statement.</li> </ul>
<b>Organization</b>	<ul style="list-style-type: none"> <li>• Writes at least 3 paragraphs that are focused.</li> <li>• Paragraphs include a topic sentence, 3 or more supporting details, and a conclusion sentence.</li> <li>• Writing includes a beginning, middle, and end with logical organization.</li> <li>• Uses a unique and effective organizational structure (e.g., letter, recount, story, description, observation, writer's notebook, memoir, play or lyric, poetry, directions, or report) to match the purpose and audience.</li> <li>• If structure is a story, writing includes a descriptive setting, advanced character development, a unique problem, a creative solution, or an advanced plot.</li> </ul>	<ul style="list-style-type: none"> <li>• Writing is focused, at least one paragraph, and enhanced by two or more details that support the main idea.</li> <li>• Paper has logical sequencing including a beginning, middle, and ending with a concluding statement.</li> <li>• Appropriately uses one of the following organizational structures: letter, recount, story, description, observation, writer's notebook, memoir, play, poetry, or lyric.</li> <li>• If structure is a story, writing includes setting, character, problem, and solution.</li> </ul>	<ul style="list-style-type: none"> <li>• Struggles writing a simple paragraph that is connected to a theme.</li> <li>• Writing has few, incoherent, or jumbled ideas. No logical sequencing is apparent.</li> <li>• Writing does not have a complete beginning, middle, and/or end.</li> <li>• Ending is abrupt: "The End."</li> <li>• Organizational structure is confusing.</li> <li>• If structure is a story, it is missing one or more of the following elements: setting, character, problem, or solution.</li> </ul>
<b>Voice</b>	<ul style="list-style-type: none"> <li>• Writer's personality is clear with a sense of purpose.</li> </ul>	<ul style="list-style-type: none"> <li>• Language is clear and easy to understand (not flowery).</li> <li>• Voice is appropriate for the topic, purpose, audience, and structure.</li> </ul>	<ul style="list-style-type: none"> <li>• Voice is inappropriate to the topic or purpose.</li> <li>• Writer's voice is not always appropriate to the topic, purpose, or audience.</li> </ul>

<b>Word Choice</b>	<ul style="list-style-type: none"> <li>• Writer attempts to use descriptive words to create images and often uses adverbs, adjective clauses, strong verbs, transition clauses, and strong adjective clauses in paragraph(s).</li> </ul>	<ul style="list-style-type: none"> <li>• Final draft includes supporting details to improve clarity [uses adverbs, adjective clauses, strong verbs, transition clauses, and/or strong adjective clauses in paragraph(s)].</li> </ul>	<ul style="list-style-type: none"> <li>• Limited or redundant vocabulary.</li> <li>• Words often misused, making the paper very difficult to understand.</li> <li>• Words are general and vague so that they do not create a clear picture.</li> <li>• Some words used incorrectly, which may confuse the reader.</li> </ul>
<b>Sentence Fluency</b>	<ul style="list-style-type: none"> <li>• Writing includes a variety of compound sentences (including the conjunctions <i>and</i>, <i>or</i>, <i>but</i>, or <i>because</i>).</li> <li>• Sentences vary in length, beginnings, and patterns consistently.</li> <li>• Sentences start to have some rhythm and are easy to read.</li> </ul>	<ul style="list-style-type: none"> <li>• All sentences are complete, grammatically complete, and easy to understand.</li> <li>• Writing includes several compound sentences (including the conjunctions <i>and</i>, <i>or</i>, <i>but</i>, or <i>because</i>).</li> <li>• Sentences begin to have variations in length, beginnings, and patterns.</li> </ul>	<ul style="list-style-type: none"> <li>• Some sentences do not make sense, which makes the paper hard to understand.</li> <li>• Some sentence fragments and run-on sentences exist.</li> <li>• Most sentences are complete and easy to understand but little attempt to write compound sentences exists.</li> <li>• Most sentences are uniform in their length or the way they begin.</li> </ul>
<b>Conventions</b>	<ul style="list-style-type: none"> <li>• Spelling of grade appropriate/high frequency words is 90-100% accurate (Fry/Dolch list 1-500, local spelling words, etc.).</li> <li>• Spelling of less frequent words is usually correct.</li> <li>• Student begins to punctuate quotations.</li> <li>• Writing uses subject/verb agreement, verb tense, and possessives correctly.</li> </ul>	<ul style="list-style-type: none"> <li>• Spelling of grade appropriate/high frequency words is at least 80% accurate (Fry/Dolch list 1-500, local spelling words, etc.).</li> <li>• Errors in spelling of less frequent words.</li> <li>• Contractions are spelled accurately.</li> <li>• Ending punctuation; commas in dates, salutations and closings in letters; and commas in series are in place and correct.</li> <li>• Capitals at the beginning of sentences, on proper nouns, and in titles are in place and correct.</li> <li>• Writing uses subject/verb agreement correctly.</li> </ul>	<ul style="list-style-type: none"> <li>• Spelling of grade appropriate/high frequency words is less than 80% accurate (Fry/Dolch list 1-500, local spelling words, etc.).</li> <li>• Contractions are seldom spelled accurately.</li> <li>• Little or no punctuation and capitalization or consistent errors in spelling, capitalization and punctuation.</li> <li>• Punctuation and capitalization are not always appropriate or in place.</li> <li>• Some errors in subject/verb agreement exist.</li> </ul>

**4<sup>th</sup> Grade Scoring Guide/Rubric for Citations**  
(used in W04\_2.5.1)

<b>Advanced</b>	<b>Proficient</b>	<b>Below Proficient</b>
<ul style="list-style-type: none"> <li>• Student lists the author first in a citation, then the title.</li> <li>• The author’s last name is written first.</li> <li>• The list of sources is in alphabetical order.</li> </ul> <p align="center"><u>Who Moved My Cheese</u> by Spencer Johnson</p>	<ul style="list-style-type: none"> <li>• Student lists the author and title of at least 3 books related to the topic.</li> </ul> <p align="center"><u>Who Moved My Cheese</u> by Spencer Johnson</p>	<ul style="list-style-type: none"> <li>• Student lists only the title or author in the citations.</li> <li>• Student may not have at least 3 sources.</li> </ul> <p align="center"><u>Who Moved My Cheese</u></p>

**5<sup>th</sup> Grade Six-Trait Score Guide/Rubric**  
(used in W05\_2.1.1)

<b>Advanced</b>	<b>Proficient</b>	<b>Below Proficient</b>
<ul style="list-style-type: none"> <li>• All of steps in proficient column plus the following:</li> <li>• Topic is well-developed, details paint a clear picture, and includes a lead or hook.</li> <li>• Writer understands topic well.</li> <li>• Writing includes personal examples.</li> <li>• Writes more than 2 paragraphs that are focused.</li> <li>• Includes a topic sentence, 3 or more supporting details, and a concluding statement.</li> <li>• Uses transition words or phrases to reveal comparison/contrast.</li> <li>• Uses indents or paragraph breaks to establish paragraph form and places paragraph breaks appropriately.</li> <li>• Uses a unique and effective organizational structure (e.g., letter, recount, story, description, observation, writer’s notebook, memoir, play or lyric, directions, or report).</li> </ul>	<ul style="list-style-type: none"> <li>• The paper is clear, focused, and enhanced by two or more details that support the main idea of each paragraph.</li> <li>• Paper is original.</li> <li>• Writes at least 2 paragraphs that are focused, connected to a common theme, and enhanced by two or more details that support the main idea of each paragraph.</li> <li>• Paper has logical sequencing including a clear beginning, middle, and ending with a concluding statement.</li> <li>• Uses indents or paragraph breaks to establish paragraph form.</li> <li>• Appropriately uses one of the following organizational structures: letter, recount, story, description, observation, writer’s notebook, memoir, play or lyric, directions, or report.</li> <li>• If structure is a story, writing includes setting, character, problem, solution, and plot.</li> </ul>	<ul style="list-style-type: none"> <li>• Few sentences follow a common theme. Writer shows little understanding of task.</li> <li>• Writing is hard to follow.</li> <li>• Details are limited or do not enhance the main idea of the paper.</li> <li>• Struggles writing a simple paragraph connected to a common theme.</li> <li>• Writing contains less than two details supporting the main idea.</li> <li>• Ideas are fragmented and not sequential.</li> <li>• No attempt to establish paragraph breaks.</li> <li>• Uses a somewhat appropriate organizational structure to match the purpose and audience (e.g., letter, recount, story, description, observation, writer’s notebook, memoir, play or lyric, directions, or report).</li> <li>• If structure is a story, writing is missing one of the following elements: setting, character, problem, solution, or plot.</li> </ul>

## 5<sup>th</sup> Grade

### 5<sup>th</sup> Grade Writing Rubric for Organization (used in W05\_2.1.3)

<b>Advanced</b>	<b>Proficient</b>	<b>Below Proficient</b>
<ul style="list-style-type: none"> <li>Writes more than 2 paragraphs that are focused.</li> <li>Includes a topic sentence, 3 or more supporting details, and a concluding statement.</li> <li>Uses transition words or phrases to reveal comparison/contrast.</li> <li>Uses indents or paragraph breaks to establish paragraph form and places paragraph breaks appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>Writes at least 2 paragraphs that are focused, connected to a common theme, and enhanced by two or more details that support the main idea of each paragraph.</li> <li>Paper has logical sequencing, including a clear beginning, middle, and ending with a concluding statement.</li> <li>Uses transition words or phrases to reveal order or chronology between or within paragraphs.</li> <li>Uses indents or paragraph breaks to establish paragraph form.</li> </ul>	<ul style="list-style-type: none"> <li>Struggles writing a simple paragraph connected to a common theme.</li> <li>Writing contains less than two details supporting the main idea.</li> <li>Ideas are fragmented and not sequential.</li> <li>No attempt to establish paragraph breaks.</li> <li>Uses few transition words or phrases to reveal order or chronology between or within paragraphs.</li> </ul>

### 5<sup>th</sup> Grade Writing Rubric/Scoring Guide for Organization (used in W05\_2.1.4)

<b>Advanced</b>	<b>Proficient</b>	<b>Below Proficient</b>
<ul style="list-style-type: none"> <li>Writes more than 2 paragraphs that are focused.</li> <li>Includes a topic sentence, 3 or more supporting details, and a concluding statement.</li> <li>Uses transition words or phrases to reveal comparison/contrast.</li> <li>Uses indents or paragraph breaks to establish paragraph form and places paragraph breaks appropriately.</li> <li>Uses a unique and effective organizational structure (e.g., letter, recount, story, description, observation, writer's notebook, memoir, play or lyric, directions, or report).</li> </ul>	<ul style="list-style-type: none"> <li>Writes at least 2 paragraphs that are focused, connected to a common theme, and enhanced by two or more details that support the main idea of each paragraph.</li> <li>Paper has logical sequencing including a clear beginning, middle, and ending with a concluding statement.</li> <li>Uses transition words or phrases to reveal order or chronology between or within paragraphs.</li> <li>Uses indents or paragraph breaks to establish paragraph form.</li> <li>Appropriately uses one of the following organizational structures: letter, recount, story, description, observation, writer's notebook, memoir, play or lyric, directions, or report.</li> </ul>	<ul style="list-style-type: none"> <li>Struggles writing a simple paragraph connected to a common theme.</li> <li>Writing contains less than 2 details supporting the main idea.</li> <li>Ideas are fragmented and not sequential.</li> <li>No attempt to establish paragraph breaks.</li> <li>Uses a somewhat appropriate organizational structure to match the purpose and audience (e.g., letter, recount, story, description, observation, writer's notebook, memoir, play or lyric, directions, or report).</li> <li>Uses few transition words or phrases to reveal or chronology between or within paragraphs.</li> </ul>

**5<sup>th</sup> Grade Scoring Guide/Rubric for Ideas, Content, and Organization**  
(used in W05\_2.2.1)

<b>Advanced</b>	<b>Proficient</b>	<b>Below Proficient</b>
<p>All of steps in proficient column plus the following:</p> <ul style="list-style-type: none"> <li>• Topic is well-developed, details paint a clear picture, and it includes a lead or hook.</li> <li>• Writer understands topic well.</li> <li>• Writing includes personal examples.</li> <li>• Writes more than 2 paragraphs that are focused.</li> <li>• Includes a topic sentence, 3 or more supporting details, and a concluding statement.</li> <li>• Uses transition words or phrases to reveal comparison/contrast.</li> <li>• Uses indents or paragraph breaks to establish paragraph form and places paragraph breaks appropriately.</li> <li>• Writing includes descriptive setting, well-developed characters, problem, solution, and detailed plot.</li> </ul>	<ul style="list-style-type: none"> <li>• Writes at least 2 paragraphs that are focused, connected to a common theme, and enhanced by two or more details that support the main idea of each paragraph.</li> <li>• Paper is original.</li> <li>• Paper has logical sequencing including a clear beginning, middle, and ending with a concluding statement.</li> <li>• Uses transition words or phrases to reveal order or chronology between and within paragraphs.</li> <li>• Uses indents or paragraph breaks to establish paragraph form.</li> <li>• Writing includes setting, characters, problem, solution, and plot.</li> </ul>	<ul style="list-style-type: none"> <li>• Few sentences follow a common theme. Writer shows little understanding of task.</li> <li>• Struggles writing a simple paragraph.</li> <li>• Writing is hard to follow.</li> <li>• Details are limited or do not enhance the main idea of the paper.</li> <li>• Ideas are fragmented and not sequential.</li> <li>• Writing is missing one of the following elements: setting, characters, problem, solution, or plot.</li> <li>• No attempt to establish paragraph breaks.</li> </ul>

**5<sup>th</sup> Grade Direction Scoring Guide/Rubric  
(used in W05\_2.2.2)**

<b>Advanced</b>	<b>Proficient</b>	<b>Below Proficient</b>
<p>Directions includes all of the following elements in the correct order and format:</p> <ul style="list-style-type: none"> <li>Title</li> <li>Overview</li> <li>Specific steps (numbered)</li> <li>Description of product</li> </ul>	<p>Directions include most of the following elements in the correct order and format:</p> <ul style="list-style-type: none"> <li>Title</li> <li>Overview</li> <li>Specific steps (numbered)</li> <li>Description of product</li> </ul>	<p>Directions are missing many of the following elements or they are out of order:</p> <ul style="list-style-type: none"> <li>Title</li> <li>Overview</li> <li>Specific steps (numbered)</li> <li>Description of product</li> </ul>
<ul style="list-style-type: none"> <li>Directions are specific, focused, and enhanced by numerous details that support understanding.</li> <li>Directions have logical sequencing and sense of order.</li> <li>Clear and appropriate transition words or phrases enhance order or chronology between steps.</li> <li>Appropriately a unique and effective organizational structure for step-by-step instructions.</li> </ul>	<ul style="list-style-type: none"> <li>Directions are focused, connected to a common theme, and enhanced by some details that support understanding.</li> <li>Directions usually have logical sequencing, including a clear beginning, middle, and ending.</li> <li>Transition words or phrases are used to reveal order or chronology between steps.</li> <li>Appropriately uses the organizational structures for step-by-step instructions.</li> </ul>	<ul style="list-style-type: none"> <li>Struggles to write focused directions connected to a common theme.</li> <li>Lacks necessary details to support understanding of steps.</li> <li>Ideas are fragmented and not sequential.</li> <li>Few or no transition words or phrases are used to reveal order or chronology between steps.</li> <li>Inappropriately uses the organizational structures for step-by-step instructions.</li> </ul>

**5<sup>th</sup> Fifth Grade Voice/Word Choice Scoring Guide/Writing (used in W05\_2.2.3)**

<b>Trait</b>	<b>Advanced</b>	<b>Proficient</b>	<b>Below Proficient</b>
<b>Voice</b>	<ul style="list-style-type: none"> <li>Writer's personality is clear with a sense of purpose.</li> </ul>	<ul style="list-style-type: none"> <li>Language is clear and easy to understand (not flowery).</li> <li>Voice is appropriate for the topic, purpose, audience, and structure.</li> </ul>	<ul style="list-style-type: none"> <li>Voice is inappropriate for the topic, purpose, and structure.</li> <li>Language is sometimes difficult to understand.</li> </ul>
<b>Word Choice</b>	<ul style="list-style-type: none"> <li>Final draft includes a variety of interesting and engaging supporting details to improve focus, to support main ideas, to make sequence clear, and to clarify the topic sentence [uses adverbs, adjective clauses, strong verbs, transition clauses, and/or strong adjective clauses in paragraph(s)].</li> <li>Writer modifies rough draft to include precise/engaging words from a thesaurus whenever appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>Final draft includes supporting details to improve focus, to support main ideas, and to make sequence clear [uses adverbs, adjective clauses, strong verbs, transition clauses, and/or strong adjective clauses in paragraph(s)].</li> <li>Writer modifies rough draft to include several precise/engaging words from a thesaurus.</li> </ul>	<ul style="list-style-type: none"> <li>Limited or redundant vocabulary.</li> <li>Words are general and vague. They do not create a clear picture.</li> <li>Uses few adverbs, adjective clauses, strong verbs, transition clauses, and strong adjective clauses in paragraph(s) to improve focus, to support main ideas, and to make sequence clear.</li> <li>No evidence writer has modified rough draft to include precise/engaging words from a thesaurus.</li> </ul>

**5<sup>th</sup> Grade Scoring Guide/Rubric for Sentence Fluency  
(used in W05\_2.3.1)**

<b>Advanced</b>	<b>Proficient</b>	<b>Below Proficient</b>
<ul style="list-style-type: none"> <li>• Sentences consistently vary in length, beginnings, and patterns to improve meaning and style.</li> <li>• Sentences are purposeful and make meaning clear.</li> </ul>	<ul style="list-style-type: none"> <li>• Many sentences vary in length, beginnings, and patterns to improve meaning.</li> <li>• Writing includes several compound sentences (including the conjunctions and, or, but, or because).</li> </ul>	<ul style="list-style-type: none"> <li>• Some sentence fragments and run-on sentences exist.</li> <li>• Most sentences are complete and easy to understand, but little attempt to write complex sentences exists.</li> </ul>

**5<sup>th</sup> Grade Scoring Guide/Writing Rubric for Organization  
(used in W05\_2.4.1)**

<b>Advanced</b>	<b>Proficient</b>	<b>Below Proficient</b>
<ul style="list-style-type: none"> <li>• Writes more than 2 paragraphs that are focused.</li> <li>• Includes a topic sentence, 3 or more supporting details, and a concluding statement.</li> <li>• Uses transition words or phrases to reveal comparison/contrast.</li> <li>• Uses indents or paragraph breaks to establish paragraph form and places paragraph breaks appropriately.</li> <li>• Uses a unique and effective organizational structure (e.g., letter, recount, story, description, observation, writer's notebook, memoir, play or lyric, directions, or report).</li> </ul>	<ul style="list-style-type: none"> <li>• Writes at least 2 paragraphs that are focused, connected to a common theme, and enhanced by two or more details that support the main idea of each paragraph.</li> <li>• Paper has logical sequencing, including a clear beginning, middle, and ending with a concluding statement.</li> <li>• Uses transition words or phrases to reveal order or chronology between or within paragraphs.</li> <li>• Uses indents or paragraph breaks to establish paragraph form.</li> <li>• Appropriately uses one of the following organizational structures: letter, recount, story, description, observation, writer's notebook, memoir, play or lyric, directions, or report.</li> </ul>	<ul style="list-style-type: none"> <li>• Struggles writing a simple paragraph connected to a common theme.</li> <li>• Writing contains less than two details supporting the main idea.</li> <li>• Ideas are fragmented and not sequential.</li> <li>• No attempt to establish paragraph breaks.</li> <li>• Uses an inappropriate organizational structure to match the purpose and audience (e.g., letter, recount, story, description, observation, writer's notebook, memoir, play or lyric, directions, or report).</li> </ul>

**5<sup>th</sup> Grade Six-Trait Scoring Guide/Writing Rubric (used in W05\_2.4.2)**

<b>Trait</b>	<b>Advanced</b>	<b>Proficient</b>	<b>Below Proficient</b>
<b>Ideas and Content</b>	<ul style="list-style-type: none"> <li>• All of steps in proficient column plus the following:</li> <li>• Topic is well-developed, details paint a clear picture, and includes a lead or hook.</li> <li>• Writer understands topic well.</li> <li>• Writing includes personal examples.</li> </ul>	<ul style="list-style-type: none"> <li>• The paper is clear, focused, and enhanced by two or more details that support the main idea of each paragraph.</li> <li>• Paper is original.</li> </ul>	<ul style="list-style-type: none"> <li>• Few sentences follow a common theme. Writer shows little understanding of task.</li> <li>• Writing is hard to follow.</li> <li>• Details are limited or do not enhance the main idea of the paper.</li> </ul>
<b>Organization</b>	<ul style="list-style-type: none"> <li>• Writes more than 2 paragraphs that are focused.</li> <li>• Includes a topic sentence, 3 or more supporting details, and a concluding statement.</li> <li>• Uses transition words or phrases to reveal comparison/contrast.</li> <li>• Uses indents or paragraph breaks to establish paragraph form and places paragraph breaks appropriately.</li> <li>• Uses a unique and effective organizational structure (e.g., letter, recount, story, description, observation, writer’s notebook, memoir, play or lyric, directions, or report).</li> </ul>	<ul style="list-style-type: none"> <li>• Writes at least 2 paragraphs that are focused, connected to a common theme, and enhanced by two or more details that support the main idea of each paragraph.</li> <li>• Paper has logical sequencing including a clear beginning, middle, and ending with a concluding statement.</li> <li>• Uses transition words or phrases to reveal order or chronology between or within paragraphs.</li> <li>• Uses indents or paragraph breaks to establish paragraph form.</li> <li>• Appropriately uses one of the following organizational structures: letter, recount, story, description, observation, writer’s notebook, memoir, play or lyric, directions, or report.</li> <li>• If structure is a story, writing includes setting, character, problem, solution, and plot.</li> </ul>	<ul style="list-style-type: none"> <li>• Struggles writing a simple paragraph connected to a common theme.</li> <li>• Writing contains less than two details supporting the main idea.</li> <li>• Ideas are fragmented and not sequential.</li> <li>• No attempt at establishing paragraph breaks.</li> <li>• Uses an inappropriate organizational structure that doesn’t match the purpose and audience (e.g., letter, recount, story, description, observation, writer’s notebook, memoir, play or lyric, directions, or report).</li> <li>• If structure is a story, writing is missing one of the following elements: setting, character, problem, solution, or plot.</li> </ul>

<b>Voice</b>	<ul style="list-style-type: none"> <li>• Writer’s personality is clear with a sense of purpose.</li> </ul>	<ul style="list-style-type: none"> <li>• Language is clear and easy to understand (not flowery).</li> <li>• Voice is appropriate for the topic, purpose, audience, and structure.</li> </ul>	<ul style="list-style-type: none"> <li>• Language is somewhat clear and easy to understand.</li> <li>• Writer’s voice is not always appropriate for the topic, purpose, audience, and structure.</li> </ul>
<b>Word Choice</b>	<ul style="list-style-type: none"> <li>• Final draft includes a variety of interesting, engaging supporting details to improve focus, to support main ideas, to make sequence clear, and to clarify the topic sentence [uses adverbs, adjective clauses, strong verbs, transition clauses, and/or strong adjective clauses in paragraph(s)].</li> <li>• Writer modifies rough draft to include precise/engaging words from a thesaurus whenever appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• Final draft includes supporting details to improve focus, to support main ideas, and to make sequence clear [uses adverbs, adjective clauses, strong verbs, transition clauses, and/or strong adjective clauses in paragraph(s)].</li> <li>• Writer modifies rough draft to include several precise/engaging words from a thesaurus.</li> </ul>	<ul style="list-style-type: none"> <li>• Limited or redundant vocabulary. Words are vague and general.</li> <li>• Words are general and vague and do not create a clear picture.</li> <li>• Uses few adverbs, adjective clauses, strong verbs, transition clauses, and strong adjective clauses in paragraph(s) to improve focus, to support main ideas, and to make sequence clear.</li> <li>• No evidence writer has modified rough draft to include precise/engaging words from a thesaurus.</li> </ul>
<b>Sentence Fluency</b>	<ul style="list-style-type: none"> <li>• Sentences consistently vary in length, beginnings, and patterns to improve meaning and style.</li> <li>• Sentences are purposeful and make meaning clear.</li> </ul>	<ul style="list-style-type: none"> <li>• Sentences vary in length, beginnings, and patterns to improve meaning.</li> <li>• Writing includes several compound sentences (including the conjunctions <i>and</i>, <i>or</i>, <i>but</i>, or <i>because</i>).</li> </ul>	<ul style="list-style-type: none"> <li>• Some sentence fragments and run-on sentences exist.</li> <li>• Most sentences are complete and easy to understand but little attempt to write compound sentences exists.</li> </ul>
<b>Conventions</b>	<ul style="list-style-type: none"> <li>• Compositions have accurate spelling (1 or 2 misspelled words per page) after self-editing with a dictionary.</li> <li>• Student begins to punctuate quotations.</li> <li>• Writing uses subject/verb agreement, verb tense, possessives, and pronouns correctly.</li> </ul>	<ul style="list-style-type: none"> <li>• Spelling of grade appropriate/high frequency words is at least 80% accurate (Fry/Dolch list 1-600, local spelling words, etc.).</li> <li>• Spelling of less frequent words may show errors.</li> <li>• Contractions and homophones are spelled accurately.</li> <li>• Ending punctuation (commas in dates,</li> </ul>	<ul style="list-style-type: none"> <li>• Spelling of grade appropriate/high frequency words is less than 80% accurate (Fry/Dolch list 1-600, local spelling words, etc.).</li> <li>• Contractions and homophones are seldom spelled accurately.</li> <li>• Little or no punctuation and capitalization or consistent errors in spelling, capitalization, and punctuation.</li> </ul>

		<p>salutations, and closings in letters, and commas in series) is in place and correct.</p> <ul style="list-style-type: none"> <li>• Capitals at the beginning of sentences, on proper nouns, and in titles are in place and correct.</li> <li>• Writing uses subject/verb agreement, verb tense, and possessives correctly.</li> </ul>	<ul style="list-style-type: none"> <li>• Regular errors in subject/verb agreement, verb tense, and/or possessives</li> </ul>
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**5<sup>th</sup> Grade Scoring Guide/Rubric for Citations  
(used in W05\_2.5.1)**

<b>Advanced</b>	<b>Proficient</b>	<b>Below Proficient</b>
<ul style="list-style-type: none"> <li>• Student lists the author first in a citation, then the title.</li> <li>• The author’s last name is written first.</li> <li>• The list of sources is in alphabetical order.</li> <li>• Student cites the sources for two images.</li> <li>• Images are listed: Artist’s last name is written first. Title of image Date of image Title of larger site Date of download Electronic address</li> </ul> <p>Johnson, Spencer, <u>Who Moved My Cheese</u></p> <p>Smith, Greg. “Rhesus Monkeys in the Zoo.” No date. Online image. <u>Monkey Picture Gallery</u>. 3 May 2003. <a href="http://monkeys.online.org/rhesus.jpg">http://monkeys.online.org/rhesus.jpg</a></p>	<ul style="list-style-type: none"> <li>• Student lists the author and title of at least 3 books related to the topic.</li> <li>• Student lists two images. MLA form is correct.</li> </ul> <p><u>Who Moved My Cheese</u> by Spencer Johnson</p> <p>“Rhesus Monkeys in the Zoo” by Greg Smith</p>	<ul style="list-style-type: none"> <li>• Student lists only the title or author in the citations.</li> <li>• Student may not have at least 3 sources.</li> <li>• Student lists only partial information to cite the image.</li> <li>• Student may not have 2 images.</li> </ul> <p><u>Who Moved My Cheese</u></p> <p>Monkey image</p>

**5<sup>th</sup> Grade Scoring Guide/Rubric for Correcting Misspellings Using Software  
(used in W05\_2.6.1)**

<b>Advanced</b>	<b>Proficient</b>	<b>Below Proficient</b>
Student explains to others how to correct misspellings using a software program.	<p>Student correctly uses the proper tool bar (Tools in a Microsoft Word document).</p> <p>Student follows all established procedures for correcting misspellings.</p>	<p>Student attempts to use the wrong tool bar (i.e., format or table in a Microsoft Word document).</p> <p>Student is unsure how to correct misspellings.</p>

**5<sup>th</sup> Grade Scoring Guide/Rubric for Word Processor Use  
(used in W05\_2.6.3)**

<b>Advanced</b>	<b>Proficient</b>	<b>Below Proficient</b>
<p>Final document has no errors.</p> <p>Spell check has been used and no spelling errors exist.</p>	<p>Final document has few errors.</p> <p>Spell check has been used and spelling errors that exist are misused words.</p>	<p>Final document has many errors.</p> <p>Final document has several spelling errors that a spell check would have caught.</p>

## 6<sup>th</sup> Grade

### 6<sup>th</sup> Grade Scoring Guide/Writing Rubric for Ideas, Content, and Organization (used in W06\_2.1.1)

<b>Advanced</b>	<b>Proficient</b>	<b>Below Proficient</b>
<ul style="list-style-type: none"> <li>• All of steps in proficient column plus the following:</li> <li>• Writer understands topic well.</li> <li>• Writing includes personal examples.</li> <li>• Reader's questions are anticipated and answered.</li> <li>• An inviting introduction draws the reader in; a satisfying conclusion leaves the reader with a sense of closure and resolution.</li> </ul>	<ul style="list-style-type: none"> <li>• Paper has well-developed topic including a lead or hook.</li> <li>• Clear, relevant details enhance the main idea of the paper.</li> <li>• Paper is original.</li> <li>• Writes at least 2 paragraphs that are focused, connected to a common theme, and enhanced by clear, relevant details.</li> <li>• Writing includes a beginning, middle, and ending including a topic sentence and concluding statement.</li> <li>• Story or composition includes an interest catcher/lead/hook.</li> </ul>	<ul style="list-style-type: none"> <li>• Few sentences follow a common theme.</li> <li>• Goal of paper is unclear.</li> <li>• Writer shows little understanding of task.</li> <li>• Details are limited or do not enhance the main idea of the paper.</li> <li>• Ideas are fragmented or not sequential.</li> <li>• Composition doesn't include two or more of the following: a clear beginning, topic sentence, middle, ending, or concluding statement.</li> <li>• Struggles writing more than one paragraph connected to a common theme.</li> </ul>

### 6<sup>th</sup> Grade Scoring Guide/Writing Rubric for Organization (used in W06\_2.1.2)

<b>Advanced</b>	<b>Proficient</b>	<b>Below Proficient</b>
<ul style="list-style-type: none"> <li>• Writes more than three focused paragraphs enhanced by relevant and unique details including personal examples.</li> <li>• Always uses indents or paragraph breaks to establish paragraph form, and places paragraph breaks appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>• Writes at least three paragraphs that are focused, connected to a common theme, and enhanced by clear, relevant details.</li> <li>• Consistently uses indents or paragraph breaks to establish paragraph form and places paragraph breaks appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>• Composition doesn't include at least three paragraphs or they are not connected to a common theme.</li> <li>• Writing has few relevant details or details are unclear.</li> <li>• Does not establish paragraph form using indents or paragraph breaks or sometimes misplaces paragraph breaks.</li> </ul>

**6<sup>th</sup> Grade Scoring Guide/Writing Rubric for Ideas and Content and Organization  
(used in W06\_2.1.3)**

<b>Trait</b>	<b>Advanced</b>	<b>Proficient</b>	<b>Below Proficient</b>
<b>Ideas and Content</b>	<ul style="list-style-type: none"> <li>• All of steps in proficient column plus the following:</li> <li>• Writer understands topic well.</li> <li>• Writing includes personal examples.</li> <li>• Reader's questions are anticipated and answered.</li> </ul>	<ul style="list-style-type: none"> <li>• Paper has well-developed topic sentence (may include a lead or hook).</li> <li>• Clear, relevant details enhance the main idea of the paper.</li> <li>• Paper is original.</li> </ul>	<ul style="list-style-type: none"> <li>• Few sentences follow a common theme.</li> <li>• Goal of paper is unclear.</li> <li>• Writer shows little understanding of task.</li> <li>• Details are limited or do not enhance the main idea of the paper.</li> </ul>
<b>Organization</b>	<ul style="list-style-type: none"> <li>• An inviting introduction draws the reader in; a satisfying conclusion leaves the reader with a sense of closure and resolution.</li> <li>• Thoughtful transitions clearly show how ideas connect.</li> </ul>	<ul style="list-style-type: none"> <li>• Writing includes a beginning, middle and end including a topic sentence and concluding statement.</li> <li>• Paper has logical sequencing.</li> <li>• Consistently uses transition words or phrases to reveal order, chronology, or comparison/contrast between or within paragraphs.</li> </ul>	<ul style="list-style-type: none"> <li>• Composition doesn't include two or more of the following: a clear beginning, topic sentence, middle, ending, or concluding statement.</li> <li>• Ideas are fragmented or not sequential.</li> <li>• Seldom uses transition words to reveal order, chronology, or comparisons/contrasts between or within paragraphs.</li> </ul>

**6<sup>th</sup> Grade Scoring Guide/Writing Rubric for Ideas and Content  
(used in W06\_2.1.4)**

<b>Advanced</b>	<b>Proficient</b>	<b>Below Proficient</b>
<ul style="list-style-type: none"> <li>• Conclusion summarizes the main idea and is interesting, creative, relevant, and logical.</li> </ul>	<ul style="list-style-type: none"> <li>• Conclusion is relevant and logical, and utilizes ideas/details from the selection.</li> </ul>	<ul style="list-style-type: none"> <li>• Conclusion does not connect to the common theme or is illogical or unclear.</li> <li>• Writer shows little understanding of task.</li> </ul>

**6<sup>th</sup> Grade Scoring Guide/Rubric for Ideas, Content, and Organization  
(used in W06\_2.2.1)**

<b>Advanced</b>	<b>Proficient</b>	<b>Below Proficient</b>
<p>All of steps in proficient column plus the following:</p> <ul style="list-style-type: none"> <li>• Topic is well-developed, details paint a clear picture, and includes a lead or hook.</li> <li>• Writer understands topic well.</li> <li>• Writing includes personal examples.</li> <li>• Writes at least 2 paragraphs that are focused, include a topic sentence, 3 or more supporting details and a concluding statement.</li> <li>• Writing includes descriptive setting, well-developed characters, problem, solution, and detailed plot.</li> <li>• Writing includes several literary devices such as dialogue, descriptive details, characterization, mood, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Writes at least 2 paragraphs that are focused, connected to a common topic, and enhanced by two or more details that support the main idea of each paragraph.</li> <li>• Paper is original.</li> <li>• Paper has logical sequencing including a clear beginning, middle, and ending with a concluding statement.</li> <li>• Writing includes setting, character, problem, solution, and plot.</li> <li>• Writing includes at least one literary device such as dialogue, descriptive details, characterization, mood, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Few sentences follow a common topic. Writer shows little understanding of task.</li> <li>• Struggles writing a simple paragraph.</li> <li>• Writing is hard to follow.</li> <li>• Details are limited or do not enhance the main idea of the paper.</li> <li>• Ideas are fragmented and not sequential.</li> <li>• Writing is missing one of the following elements: setting, character, problem, solution, or plot.</li> <li>• Writing does not show evidence of any literary devices such as dialogue, descriptive details, characterization, mood, etc.</li> </ul>

**6<sup>th</sup> Grade Report Writing Structure Scoring Guide/Rubric  
(used in W06\_2.2.2)**

<b>Advanced</b>	<b>Proficient</b>	<b>Below Proficient</b>
<ol style="list-style-type: none"> <li>1. Detailed Note cards – Source cards (3”x5” cards or electronic notes)</li> <li>2. Comprehensive Outline.</li> <li>3. Creative, attractive Title page – Title, Name, Date, Teacher Name.</li> <li>4. Engaging Introduction – Clear statement of thesis in first paragraph.</li> <li>5. Body Paragraphs: Lead or hook topic sentences (possibly including transition) Logical opinions Interesting, relevant details Summary statement, convincing conclusion (possible transition sentence).</li> <li>6. Multiple diagrams, charts or illustrations with labels.</li> <li>7. Conclusion – summarizes thesis and main points of the paper (clearly connects the introduction).</li> <li>8. Paper follows APA or MLA format guidelines.</li> <li>9. Bibliography – include all sources whether cited directly or not – more than three sources.</li> </ol>	<ol style="list-style-type: none"> <li>1. Note cards – Source cards. (3”x5” cards or electronic notes)</li> <li>2. Outline.</li> <li>3. Title page – Title, Name, Date, Teacher Name.</li> <li>4. Introduction – Clear statement of thesis in first paragraph.</li> <li>5. Body Paragraphs: Topic sentences (possibly including transition) Opinions Details Summary statement (possible transition sentence)</li> <li>6. Diagrams, charts or illustrations with labels.</li> <li>7. Conclusion summarizes thesis and main points of the paper (clearly connects the introduction).</li> <li>8. Paper follows APA or MLA format guidelines.</li> <li>9. Bibliography – include all sources whether cited directly or not – three sources minimum.</li> </ol>	<p>One or more of the nine requirements are missing from the report.</p>

**6<sup>th</sup> Grade Limerick Scoring Guide/Rubric**  
(used in W06\_2.2.3)

<b>Trait</b>	<b>Advanced</b>	<b>Proficient</b>	<b>Below Proficient</b>
<b>Organization</b>	Limerick structure includes all of the following features: <ul style="list-style-type: none"> <li>• Five lines</li> <li>• Rhyme pattern a-a-b-b-a</li> <li>• Lines 1, 2, and 5 contain 3 beats and rhyme.</li> <li>• Lines 3 and 4 contain 2 beats and rhyme.</li> <li>• Last line is the punch line.</li> </ul>	Limerick structure includes at least four of the following features: <ul style="list-style-type: none"> <li>• Five lines</li> <li>• Rhyme pattern a-a-b-b-a</li> <li>• Lines 1, 2, and 5 contain 3 beats and rhyme.</li> <li>• Lines 3 and 4 contain 2 beats and rhyme.</li> <li>• Last line is the punch line.</li> </ul>	Limerick structure is missing more than two of the following features: <ul style="list-style-type: none"> <li>• Five lines</li> <li>• Rhyme pattern a-a-b-b-a</li> <li>• Lines 1, 2, and 5 contain 3 beats and rhyme.</li> <li>• Lines 3 and 4 contain 2 beats and rhyme.</li> <li>• Last line is the punch line.</li> </ul>
<b>Voice</b>	<ul style="list-style-type: none"> <li>• Writer’s personality is clear with a sense of purpose.</li> </ul>	<ul style="list-style-type: none"> <li>• Language is clear and easy to understand (not flowery).</li> <li>• Voice is appropriate for the topic, purpose, and organization.</li> </ul>	<ul style="list-style-type: none"> <li>• Voice is inappropriate to the topic or purpose.</li> <li>• Writer’s voice is not always appropriate to the topic and purpose.</li> </ul>
<b>Word Choice</b>	<ul style="list-style-type: none"> <li>• Final draft includes supporting details to improve focus, to support main ideas, to make sequence clear, and to clarify the topic sentence [uses adverbs, adjective clauses, strong verbs, transition clauses, and/or strong adjective clauses in paragraph(s)].</li> <li>• Writer modifies rough draft or paragraph to include precise/engaging words where appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• Final draft includes supporting details to improve focus, to support main ideas, and to make sequence clear [uses adverbs, adjective clauses, strong verbs, transition clauses, and/or strong adjective clauses in paragraph(s)].</li> <li>• Writer modifies rough draft or paragraph to include several precise/engaging words.</li> </ul>	<ul style="list-style-type: none"> <li>• Limited vocabulary often repeated. Words are vague and general.</li> <li>• Words are general and vague so that they do not create a clear picture.</li> <li>• Uses few adverbs, adjective clauses, strong verbs, transition clauses, and strong adjective clauses in paragraph(s) to improve focus, to support main ideas, and to make sequence clear.</li> <li>• No evidence writer has modified rough draft or paragraph to include precise/engaging words.</li> </ul>

**6<sup>th</sup> Grade Voice/Word Choice Scoring Guide/Rubric  
(used in W06\_2.2.3)**

<b>Trait</b>	<b>Advanced</b>	<b>Proficient</b>	<b>Below Proficient</b>
<b>Voice</b>	<ul style="list-style-type: none"> <li>• Writer’s personality is clear with a sense of purpose.</li> </ul>	<ul style="list-style-type: none"> <li>• Language is clear and easy to understand (not flowery).</li> <li>• Voice is appropriate for the topic, purpose, and organization.</li> </ul>	<ul style="list-style-type: none"> <li>• Voice is inappropriate to the topic or purpose.</li> <li>• Writer’s voice is not always appropriate to the topic and purpose.</li> </ul>
<b>Word Choice</b>	<ul style="list-style-type: none"> <li>• Final draft includes supporting details to improve focus, to support main ideas, to make sequence clear, and to clarify the topic sentence [uses adverbs, adjective clauses, strong verbs, transition clauses, and/or strong adjective clauses in paragraph(s)].</li> <li>• Writer modifies rough draft or paragraph to include precise/engaging words from a thesaurus where appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• Final draft includes supporting details to improve focus, to support main ideas, and to make sequence clear [uses adverbs, adjective clauses, strong verbs, transition clauses, and/or strong adjective clauses in paragraph(s)].</li> <li>• Writer modifies rough draft or paragraph to include several precise/engaging words from a thesaurus.</li> </ul>	<ul style="list-style-type: none"> <li>• Limited vocabulary often repeated. Words are vague and general.</li> <li>• Words are general and vague so that they do not create a clear picture.</li> <li>• Uses few adverbs, adjective clauses, strong verbs, transition clauses, and strong adjective clauses in paragraph(s) to improve focus, to support main ideas, and to make sequence clear.</li> <li>• No evidence writer has modified rough draft or paragraph to include precise/engaging words from a thesaurus.</li> </ul>

**6<sup>th</sup> Grade Report Writing Structure/Scoring Guide  
(used in W06\_2.2.4)**

<b>Advanced</b>	<b>Proficient</b>	<b>Below Proficient</b>
<ol style="list-style-type: none"> <li>1. Detailed note cards – Source cards (3”x5” cards or electronic notes)</li> <li>2. Comprehensive outline,</li> <li>3. creative, attractive title page – Title, Name, Date, Teacher Name</li> <li>4. Engaging introduction – Clear statement of thesis in first paragraph</li> <li>5. Body Paragraphs:               <ul style="list-style-type: none"> <li>• Lead or hook topic sentences (possibly including transition)</li> <li>• Logical opinions</li> <li>• Interesting, relevant details</li> <li>• Summary statement-convincing conclusion (possible transition sentence)</li> </ul> </li> <li>6. Multiple diagrams, charts, or illustrations with labels</li> <li>7. Conclusion – summarizes thesis and main points of the paper (clearly connects the introduction)</li> <li>8. Paper follows APA or MLA format guidelines</li> <li>9. Bibliography includes all sources whether cited directly or not; more than three sources</li> </ol>	<ol style="list-style-type: none"> <li>1. Note cards – Source cards. (3”x5” cards or electronic notes)</li> <li>2. Outline</li> <li>3. Title page – Title, Name, Date, Teacher Name</li> <li>4. Introduction – Clear statement of thesis in first paragraph</li> <li>5. Body Paragraphs:               <ul style="list-style-type: none"> <li>• Topic sentences (possibly including transition)</li> <li>• Opinions</li> <li>• Details</li> <li>• Summary statement (possible transition sentence)</li> </ul> </li> <li>6. Diagrams, charts, or illustrations with labels</li> <li>7. Conclusion summarizes thesis and main points of the paper (clearly connects the introduction)</li> <li>8. Paper follows APA or MLA format guidelines</li> <li>9. Bibliography includes all sources whether cited directly or not; three sources minimum</li> </ol>	<p>One or more of the nine requirements are missing from the report.</p>

**6<sup>th</sup> Grade Scoring Guide/Rubric for Sentence Fluency  
(used in W06\_2.3.1)**

<b>Advanced</b>	<b>Proficient</b>	<b>Below Proficient</b>
<ul style="list-style-type: none"> <li>• All sentences vary in length, beginnings, and patterns to improve meaning and style.</li> </ul>	<ul style="list-style-type: none"> <li>• Most sentences vary in length, beginnings, and patterns to improve meaning.</li> <li>• Writing includes several compound sentences (including the conjunctions <i>and</i>, <i>or</i>, <i>but</i>, or <i>because</i>).</li> </ul>	<ul style="list-style-type: none"> <li>• Some sentence fragments and run-on sentences exist.</li> <li>• Most sentences are complete and easy to understand but little attempt to write compound sentences exist.</li> </ul>

**6<sup>th</sup> Grade Scoring Guide/Rubric for Organization  
(used in W06\_2.4.1)**

<b>Advanced</b>	<b>Proficient</b>	<b>Below Proficient</b>
<ul style="list-style-type: none"> <li>• Writer understands topic well.</li> <li>• Reader's questions are anticipated and answered.</li> </ul>	<ul style="list-style-type: none"> <li>• Sentences follow a common theme.</li> <li>• Clear, relevant details enhance the main idea of the paper.</li> <li>• Paper is original.</li> </ul>	<ul style="list-style-type: none"> <li>• Few sentences follow a common theme.</li> <li>• Details are limited or do not enhance the main idea of the paper.</li> </ul>

**6<sup>th</sup> Grade Six-Trait Scoring Guide/Writing Rubric (used in W06\_2.4.2)**

<b>Trait</b>	<b>Advanced</b>	<b>Proficient</b>	<b>Below Proficient</b>
<b>Ideas and Content</b>	<ul style="list-style-type: none"> <li>• All of steps in proficient column plus the following:</li> <li>• Writer understands topic well.</li> <li>• Writing includes personal examples.</li> <li>• Reader's questions are anticipated and answered.</li> <li>• Conclusion summarizes the main idea and is interesting, creative, relevant, and logical.</li> </ul>	<ul style="list-style-type: none"> <li>• Paper has well-developed topic including a lead or hook.</li> <li>• Clear, relevant details enhance the main idea of the paper.</li> <li>• Paper is original.</li> <li>• Conclusion is relevant, logical and utilizes ideas/details from the selection.</li> </ul>	<ul style="list-style-type: none"> <li>• Few sentences follow a common theme.</li> <li>• Goal of paper is unclear.</li> <li>• Writer shows little understanding of task.</li> <li>• Details are limited or do not enhance the main idea of the paper.</li> <li>• Conclusion does not connect to the common theme or is illogical or unclear.</li> </ul>
<b>Organization</b>	<ul style="list-style-type: none"> <li>• An inviting introduction draws the reader in; a satisfying conclusion leaves the reader with a sense of closure and resolution.</li> <li>• Thoughtful transitions clearly show how ideas connect.</li> <li>• Uses a unique and effective organizational structure (e.g., letter, recount, story, description, observation, writer's notebook, memoir, play or lyric, directions, or report).</li> </ul>	<ul style="list-style-type: none"> <li>• Writes at least 2 paragraphs that are focused, connected to a common theme, and enhanced by clear, relevant details.</li> <li>• Writing includes a beginning, middle, and end including a topic sentence and concluding statement.</li> <li>• Story or composition includes an interest catcher/lead/hook.</li> <li>• Paper has logical sequencing using transition words or phrases to reveal order, chronology, or comparison/contrast between or within paragraphs.</li> <li>• Uses indents or paragraph breaks to establish paragraph form and places paragraph breaks appropriately.</li> <li>• If structure is a story, writing incorporates story elements and literary devices (e.g., dialogue, descriptive details).</li> </ul>	<ul style="list-style-type: none"> <li>• Ideas are fragmented or not sequential.</li> <li>• Composition doesn't include two or more of the following: a clear beginning, topic sentence, middle, ending, or concluding statement.</li> <li>• Does not establish paragraph form using indents or paragraph breaks.</li> <li>• Struggles writing more than one paragraph connected to a common theme.</li> <li>• Uses indents or paragraph breaks to establish paragraph form but sometimes misplaces paragraph breaks.</li> </ul>

<b>Voice</b>	<ul style="list-style-type: none"> <li>• Writer’s personality is clear with a sense of purpose.</li> <li>• An original, fresh approach is achieved.</li> </ul>	<ul style="list-style-type: none"> <li>• Language is clear, precise, and descriptive.</li> <li>• Voice is appropriate for the topic, purpose, audience, and structure.</li> </ul>	<ul style="list-style-type: none"> <li>• Language is usually clear and easy to understand.</li> <li>• Writer’s voice is not always appropriate for the topic, purpose, audience, and structure.</li> </ul>
<b>Word Choice</b>	<ul style="list-style-type: none"> <li>• Words and phrases create pictures and linger in your mind.</li> <li>• Precision is obvious. The writer has chosen just the right word or phrase in just the right spot.</li> <li>• Writer modifies rough draft to include precise/engaging words from a thesaurus where appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• Final draft includes supporting details to improve focus, to support main ideas, to make sequence clear, and to clarify the topic sentence [uses adverbs, adjective clauses, strong verbs, transition clauses, and/or strong adjective clauses in paragraph(s)].</li> <li>• Writer modifies rough draft to include several precise/engaging words from a thesaurus.</li> </ul>	<ul style="list-style-type: none"> <li>• Limited or redundant vocabulary.</li> <li>• Some words used incorrectly which may confuse the reader.</li> <li>• Words are general and vague so that they do not create a clear picture.</li> </ul>
<b>Sentence Fluency</b>	<ul style="list-style-type: none"> <li>• All sentences vary in length, beginnings, and patterns to improve meaning and style.</li> </ul>	<ul style="list-style-type: none"> <li>• Most sentences vary in length, beginnings, and patterns to improve meaning.</li> <li>• Writing includes several compound sentences (including the conjunctions <i>and</i>, <i>or</i>, <i>but</i>, or <i>because</i>).</li> </ul>	<ul style="list-style-type: none"> <li>• Some sentence fragments and run-on sentences exist.</li> <li>• Most sentences are complete and easy to understand but little attempt to write compound sentences exists.</li> </ul>
<b>Conventions</b>	<ul style="list-style-type: none"> <li>• Compositions have accurate spelling (1 or 2 misspelled words per page) after self-editing with a dictionary.</li> <li>• Irregular plurals are spelled accurately.</li> <li>• Apostrophes are in place and correct.</li> <li>• Writing uses subject/verb agreement, verb tense, possessives, pronouns, and sentence structure correctly.</li> </ul>	<ul style="list-style-type: none"> <li>• Compositions have accurate spelling (4 or 5 misspelled words per 100) after self-editing with a dictionary.</li> <li>• Contractions and homophones are spelled accurately.</li> <li>• Ending punctuation; commas in dates, salutations and closings in letters; commas in series; and quotations in dialogue are in place and correct.</li> <li>• Capitals at the beginning of sentences, on proper nouns, and in titles are in place and correct.</li> <li>• Writing uses subject/verb agreement, verb tense, possessives, and pronouns correctly.</li> </ul>	<ul style="list-style-type: none"> <li>• Compositions have numerous spelling errors.</li> <li>• Contractions and homophones are seldom spelled accurately.</li> <li>• Little or no punctuation and capitalization or consistent errors in spelling, capitalization and punctuation.</li> <li>• Several errors in subject/verb agreement, verb tense, possessives and/or pronouns.</li> </ul>

**6<sup>th</sup> Grade Scoring Guide/Rubric for Citations**  
(used in W06\_2.5.1)

<b>Advanced</b>	<b>Proficient</b>	<b>Below Proficient</b>
<ul style="list-style-type: none"> <li>• Student lists the author first in a citation, then the title.</li> <li>• The author’s last name is written first.</li> <li>• The list of sources is in alphabetical order.</li> <li>• Student cites the sources for two images.</li> <li>• Images are listed: Artist’s last name is written first Title of image Date of image Title of larger site Date of download Electronic address</li> </ul> <p>Johnson, Spencer. <u>Who Moved My Cheese</u></p> <p>Johnson, Jack. <u>Brushfire Fairytales</u>. Enjoy Records. 2000.</p> <p>Smith, Greg. “Rhesus Monkeys in the Zoo.” No date. Online image.</p> <p><u>Monkey Picture Gallery</u>. 3 May 2003. &lt;<a href="http://www.monkeysonline.org/rhesus.jpg">http://www.monkeysonline.org/rhesus.jpg</a>&gt;</p>	<ul style="list-style-type: none"> <li>• Student lists the author and title of at least 3 books related to their topic.</li> <li>• Student lists two images. MLA form is correct.</li> </ul> <p><u>Who Moved My Cheese</u> by Spencer Johnson</p> <p>“Rhesus Monkeys in the Zoo” by Greg Smith</p> <p>Jack Johnson. <u>Brushfire Fairytales</u>.</p>	<ul style="list-style-type: none"> <li>• Student lists only the title or author in the citations.</li> <li>• Student may not have at least 3 sources.</li> <li>• Student lists only partial information to cite the image.</li> <li>• Student may not have 2 images.</li> </ul> <p><u>Who Moved My Cheese</u></p> <p>Monkey image</p> <p>Jack Johnson, songwriter</p>

**6<sup>th</sup> Grade Scoring Guide/Rubric for Song Citations**  
(used in W06\_2.5.1)

<b>Advanced</b>	<b>Proficient</b>	<b>Below Proficient</b>
<ul style="list-style-type: none"> <li>• Students list more than five sound recording artists in alphabetical order.</li> <li>• MLA style is always correct. <ul style="list-style-type: none"> <li>○ Last name, first name</li> <li>○ Name of song in quotes</li> <li>○ CD or audiocassette title underlined</li> <li>○ Publisher</li> <li>○ Date</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Student lists five sound recording artists in alphabetical order.</li> <li>• MLA style is usually correct. <ul style="list-style-type: none"> <li>○ Last name, first name</li> <li>○ Name of song in quotes</li> <li>○ CD or audiocassette title underlined</li> <li>○ Publisher</li> <li>○ Date</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Student lists less than five sound recording artists</li> <li>• Artists may not be listed in alphabetical order.</li> <li>• MLA style is consistently incorrect. <ul style="list-style-type: none"> <li>○ Last name, first name</li> <li>○ Name of song in quotes</li> <li>○ CD or audiocassette title underlined</li> <li>○ Publisher</li> <li>○ Date</li> </ul> </li> </ul>

**6<sup>th</sup> Grade Scoring Guide/Rubric for Correcting Misspellings Using Software  
(used in W06\_2.6.1)**

<b>Advanced</b>	<b>Proficient</b>	<b>Below Proficient</b>
<ul style="list-style-type: none"> <li>• Student explains to others how to correct misspellings using a software program.</li> <li>• Student helps others look up definitions of words in a dictionary.</li> </ul>	<ul style="list-style-type: none"> <li>• Student correctly utilizes the proper tool bar (Tools in a Microsoft Word document).</li> <li>• Student identifies the correct spelling when using the “Spelling and Grammar” tool.</li> <li>• Student correctly looks up the definition of words in the dictionary.</li> </ul>	<ul style="list-style-type: none"> <li>• Student attempts to utilize the wrong tool bar (i.e., format or table in a Microsoft Word document).</li> <li>• Student is unsure how to use the “Spelling and Grammar” tool or identifies an incorrect choice when using this tool.</li> <li>• Student is unable to use a dictionary to look up definitions.</li> </ul>

**6<sup>th</sup> Grade Scoring Guide/Rubric for Word Processor Use  
(used in W06\_2.6.3)**

<b>Advanced</b>	<b>Proficient</b>	<b>Below Proficient</b>
<ul style="list-style-type: none"> <li>• Final document shows evidence of use of several font differences (size, type, color, underline, superscript, etc.).</li> <li>• Final document shows evidence of use more than one other formatting feature (bullets and numbering, borders and shading, direction, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>• Final document shows evidence of use of font differences (size, type, color, underline, superscript, etc.).</li> <li>• Final document shows evidence of use at least one other formatting feature (bullets and numbering, borders and shading, direction, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>• Final document shows no evidence of use of font differences (size, type, color, underline, superscript, etc.).</li> <li>• Final document shows no evidence of use of formatting features (bullets and numbering, borders and shading, direction, etc.).</li> </ul>

## 7<sup>th</sup> Grade

### 7<sup>th</sup> Grade Word Choice Scoring Guide/Rubric (used in W07\_3.1.1)

Advanced	Proficient	Below Proficient
<ul style="list-style-type: none"> <li>• Words are specific, accurate, striking.</li> <li>• Language is natural, not overdone.</li> <li>• Verbs are lively.</li> <li>• Nouns and modifiers are precise.</li> <li>• Clichés and jargon are used sparingly and only for effect.</li> </ul>	<ul style="list-style-type: none"> <li>• Words are mostly correct and adequate but may lack flair and color.</li> <li>• Uses familiar words and phrases to communicate.</li> <li>• Attempts at colorful language are made but some may be overdone.</li> <li>• Clichés and jargon may be used occasionally in place of fresh language.</li> </ul>	<ul style="list-style-type: none"> <li>• Language is so vague, inaccurate, and/or general that even the most general message does not come through.</li> <li>• Words are frequently used incorrectly, making the message hard to decipher.</li> <li>• Problems with language leave the reader unable to understand what the writer is trying to say most of the time.</li> </ul>

### 7<sup>th</sup> Grade Conventions Scoring Guide/Rubric (used in W07\_3.1.1)

Advanced	Proficient	Below Proficient
<ul style="list-style-type: none"> <li>• Paragraphing reinforces the organizational structure.</li> <li>• Grammar and usage are correct (few, if any, errors) and contribute to clarity and style.</li> <li>• Punctuation is accurate (few, if any, errors) and guides the reader through the text.</li> <li>• Spelling is generally correct, even of more difficult words.</li> <li>• The writer may manipulate conventions for stylistic effect.</li> </ul>	<ul style="list-style-type: none"> <li>• Paragraphing is attempted but some paragraphs run together or begin in the wrong place.</li> <li>• Problems with grammar or usage are not serious enough to impede or distort meaning.</li> <li>• End punctuation usually correct; internal punctuation is sometimes missing or incorrect.</li> <li>• Spelling is usually correct or reasonably plausible on common words; misspellings do not impede communication.</li> </ul>	<ul style="list-style-type: none"> <li>• Paragraphing is attempted but many paragraphs run together or begin in the wrong place</li> <li>• Problems with grammar or usage may be serious enough to impede or distort meaning in some instances but not overall.</li> <li>• Terminal punctuation is usually correct; internal punctuation is sometimes missing or incorrect and errors may impede or distort meaning in some instances.</li> <li>• Spelling errors may impede or distort meaning in some instances but not overall.</li> </ul>

**Scoring Guide/Rubric for Word Choice (6 Traits) (used in W07\_3.1.1)**

**Advanced = 6**

**Proficient = 4**

**Below proficient= 3**

**Far Below proficient=2**

<b>Advanced</b>	<b>Proficient</b>	<b>Below Proficient</b>
<p><b>6 Points</b></p> <ul style="list-style-type: none"> <li>• Words are specific, accurate, striking.</li> <li>• Language is natural, not overdone.</li> <li>• Verbs are lively.</li> <li>• Nouns and modifiers are precise.</li> <li>• Clichés and jargon are used sparingly and only for effect.</li> </ul> <p><b>5 Points</b></p> <ul style="list-style-type: none"> <li>• Words are specific and accurate.</li> <li>• Lively verbs and picturesque words and phrases are occasionally used.</li> <li>• Language is natural, not overdone.</li> <li>• Verbs are lively.</li> <li>• Nouns and modifiers are precise.</li> <li>• Clichés and jargon are used sparingly and only for effect.</li> </ul>	<p><b>4 Points</b></p> <ul style="list-style-type: none"> <li>• Words are mostly correct and adequate but may lack flair and color.</li> <li>• Familiar words and phrases communicate.</li> <li>• Attempts at colorful language are made but some may be overdone.</li> <li>• Clichés and jargon may be used occasionally in place of fresh language.</li> </ul>	<p><b>3 Points</b></p> <ul style="list-style-type: none"> <li>• Words are mostly correct and adequate with some lapses.</li> <li>• Familiar words and phrases communicate with some lapses.</li> <li>• Attempts at colorful language are rare or absent.</li> <li>• Clichés and jargon may be used as a crutch.</li> </ul> <p><b>2 Points</b></p> <ul style="list-style-type: none"> <li>• Language is so vague and general that only the most general message comes through (e.g., It was a fun time. We did lots of neat stuff.)</li> <li>• Persistent redundancy distracts the reader.</li> <li>• Words are often used incorrectly, making the message hard to decipher.</li> <li>• Clichés and jargon frequently serve as a crutch.</li> <li>• Problems with language leave the reader wondering what the writer is trying to say.</li> </ul> <p><b>1 Point</b></p> <ul style="list-style-type: none"> <li>• Language is so vague, inaccurate, and/or general that even the most general message does not come through.</li> <li>• Words are frequently used incorrectly, making the message hard to decipher.</li> <li>• Problems with language leave the reader unable to understand what the writer is trying to say most of the time.</li> </ul>

## 7<sup>th</sup> Grade Expository Essay Rubric (used in W07\_3.1.1c)

	<b>Advanced</b>	<b>Proficient</b>	<b>Below Proficient</b>
<b>Main Idea:</b> <b>Introductory Paragraph &amp; Thesis Statement</b>	<ul style="list-style-type: none"> <li>Introductory paragraph is engaging, clear, and narrows the topic.</li> <li>Thesis statement clearly previews the body and the sequencing of the essay.</li> </ul>	<ul style="list-style-type: none"> <li>Introductory paragraph is clear and narrows the topic.</li> <li>Thesis statement previews the body and sequence of the essay.</li> </ul>	<ul style="list-style-type: none"> <li>Introductory paragraph is evident but fails to narrow the topic.</li> <li>Thesis statement is evident but is confusing and/or doesn't preview the body and sequence of the essay.</li> </ul>
<b>Main Idea:</b> <b>Body Paragraphs &amp; Supporting Details</b>	<ul style="list-style-type: none"> <li>Each body paragraph contains one main point previewed by the thesis statement.</li> <li>Supporting details are convincing, thorough, accurate and relevant.</li> <li>Assertions are authentic and supported by appropriate evidence.</li> </ul>	<ul style="list-style-type: none"> <li>Each body paragraph contains one main point previewed by the thesis statement.</li> <li>Supporting details are thorough, accurate and relevant.</li> <li>Assertions are supported by appropriate evidence.</li> </ul>	<ul style="list-style-type: none"> <li>Supporting details are accurate and relevant but lack thoroughness.</li> <li>Assertions are sometimes supported by appropriate evidence.</li> </ul>
<b>Organization:</b> <b>Transitions</b>	<ul style="list-style-type: none"> <li>Purposeful, effective transitions make links between paragraphs and supporting details very clear and smooth.</li> </ul>	<ul style="list-style-type: none"> <li>Obvious, adequate transitions make links between paragraphs and supporting details clear and smooth.</li> </ul>	<ul style="list-style-type: none"> <li>Some lack of or misuse of transitions causes confusion.</li> </ul>
<b>Organization:</b> <b>Concluding Paragraph</b>	<ul style="list-style-type: none"> <li>Concluding paragraph brings a natural sense of resolution to the essay. It reinforces and supports the thesis statement and main points.</li> </ul>	<ul style="list-style-type: none"> <li>Concluding paragraph adequately ends essay. It reinforces and supports the thesis statement and the main points from the essay.</li> </ul>	<ul style="list-style-type: none"> <li>Concluding paragraph abruptly ends the essay – it simply restates the thesis statement and the main points or is contrived.</li> </ul>
<b>Sentence Style</b>	<ul style="list-style-type: none"> <li>Variety in types, length, and beginnings of sentences make essay read smoothly – sound has been considered as well as meaning. The sentences build upon each other to make sense for the reader. Fragments are used only for style or effect.</li> </ul>	<ul style="list-style-type: none"> <li>Some variety in type, length and beginning of sentences. Most sentences read smoothly – meaning is clear with very few stiff, awkward or choppy sentences. Fragments are used only for style or effect.</li> </ul>	<ul style="list-style-type: none"> <li>Many sentences begin the same way and follow the same pattern with little variety. Phrasing does not sound natural. Sometimes the reader has to reread for meaning. Essay may contain many fragments.</li> </ul>
<b>Conventions</b>	<ul style="list-style-type: none"> <li>Grammar, usage, spelling, and punctuation are correct with few, if any, errors. Conventions may be manipulated for stylistic effect.</li> </ul>	<ul style="list-style-type: none"> <li>Problems with grammar, usage, or spelling are not enough to affect meaning. End punctuation is correct. Internal punctuation is sometimes missing or incorrect.</li> </ul>	<ul style="list-style-type: none"> <li>Problems with grammar, usage, or spelling are serious enough to sometimes affect meaning. End punctuation is correct. Internal punctuation is missing or incorrect and may affect meaning.</li> </ul>

**Sample 6-Trait Scoring Guide, 7<sup>th</sup> Grade**  
(used in W07\_3.1.2)

<b>Advanced</b>	<b>Proficient</b>	<b>Below Proficient</b>
<p><b>6 Points</b></p> <ul style="list-style-type: none"> <li>• Language is highly individual</li> <li>• Reader senses the person behind the words; feels an interaction with the writer</li> <li>• Tone gives the writing flavor, adds interest</li> <li>• Language is appropriate for purpose and audience</li> <li>• Narrative writing seems honest, appealing, heartfelt</li> <li>• Expository or persuasive writing reflects a strong commitment to the topic; anticipates reader’s questions, shows why the reader should care or want to know more</li> </ul> <p><b>5 Points</b></p> <ul style="list-style-type: none"> <li>• Reader senses the person behind the words</li> <li>• There are occasional moments that surprise, amuse, or move the reader</li> <li>• Tone gives the writing flavor, adds interest</li> <li>• Language is appropriate for purpose and audience</li> <li>• Narrative writing seems honest, appealing, heartfelt</li> <li>• Expository or persuasive writing reflects a strong commitment to the topic</li> </ul>	<p><b>4 Points</b></p> <ul style="list-style-type: none"> <li>• Writing communicates in an earnest, pleasing manner</li> <li>• Voice is inconsistent: it may emerge strongly, then retreat behind general, dispassionate language</li> <li>• Writing hides as much of the writer as it reveals</li> <li>• Writer seems aware of audience and purpose but often weighs words too carefully or discards personal insights in favor of safe generalities</li> </ul>	<p><b>3 Points</b></p> <ul style="list-style-type: none"> <li>• Writing communicates but without much style or interest</li> <li>• Writing hides the writer; the reader has little or no sense of the writer behind the words</li> <li>• Writer shows some awareness of audience and/ or purpose but is inconsistent</li> <li>• Writer speaks in a monotone</li> </ul> <p><b>2 Points</b></p> <ul style="list-style-type: none"> <li>• It is hard to sense the writer behind the words</li> <li>• The writer does not seem to reach out to an audience or to anticipate the reader’s interests or questions</li> <li>• Writing may communicate on a functional level but does not move or involve the reader</li> <li>• Writer does not seem sufficiently at home with the topic to take risks, share personal insights, or make the topic/story personal and real for the reader</li> </ul> <p><b>1 Point</b></p> <ul style="list-style-type: none"> <li>• The writer seems unaware of an audience or reader; writing seems “painful” to the writer</li> <li>• Writing may not communicate on a functional level</li> <li>• Writer seems uncomfortable with the topic</li> </ul>

**7<sup>th</sup> Grade Writing Scoring Guide/Rubric for Organization**  
(used in W07\_3.1.3)

<b>Advanced</b>	<b>Proficient</b>	<b>Below Proficient</b>
<ul style="list-style-type: none"> <li>• Sequencing of ideas and details is logical and effective.</li> <li>• Introduction is inviting—draws in the reader.</li> <li>• Conclusion is satisfying—leaves reader with a sense of resolution.</li> <li>• Transitions are thoughtful; clearly show how ideas connect.</li> <li>• Organization flows smoothly, seems effortless.</li> </ul>	<ul style="list-style-type: none"> <li>• Writing communicates in an earnest, pleasing manner.</li> <li>• Voice is inconsistent: it may emerge strongly, then retreat behind general, dispassionate language.</li> <li>• Writing hides as much of the writer as it reveals.</li> <li>• Writer seems aware of audience and purpose but often weighs words too carefully or discards personal insights in favor of safe generalities.</li> </ul>	<ul style="list-style-type: none"> <li>• Sequencing needs work.</li> <li>• There is no real lead or introduction to set up what follows.</li> <li>• Conclusion is missing or does not wrap things up.</li> <li>• Transitions seldom work well, with many connections between ideas unclear.</li> <li>• Pacing feels awkward; writer slows when the reader wants to move on, and vice versa.</li> <li>• Problems with organization make it hard to grasp the main point or story line.</li> </ul>

**7<sup>th</sup> Grade Writing Scoring Guide/Rubric for Conventions**  
(used in W07\_3.2.2c)

<b>Advanced</b>	<b>Proficient</b>	<b>Below Proficient</b>
<ul style="list-style-type: none"> <li>• Paragraphing reinforces the organizational structure.</li> <li>• Grammar and usage are correct (few, if any, errors) and contribute to clarity and style.</li> <li>• Punctuation is accurate (few, if any, errors) and guides the reader through the text.</li> <li>• Spelling is generally correct, even of more difficult words.</li> <li>• The writer may manipulate conventions for stylistic effect.</li> </ul>	<ul style="list-style-type: none"> <li>• Paragraphing is attempted but some paragraphs run together or begin in the wrong place.</li> <li>• Problems with grammar or usage are not serious enough to impede or distort meaning.</li> <li>• End punctuation is usually correct; internal punctuation is sometimes missing or incorrect.</li> <li>• Spelling is usually correct or reasonably plausible on common words; misspellings do not impede communication.</li> </ul>	<ul style="list-style-type: none"> <li>• Paragraphing is attempted but many paragraphs run together or begin in the wrong place.</li> <li>• Problems with grammar or usage may be serious enough to impede or distort meaning in some instances but not overall.</li> <li>• Terminal punctuation is usually correct; internal punctuation is sometimes missing or incorrect and errors may impede or distort meaning in some instances.</li> <li>• Spelling errors may impede or distort meaning in some instances but not overall.</li> </ul>

**7<sup>th</sup> Grade 6-Point Scoring Guide/Rubric for Conventions (used in W07\_3.2.2c)**

<b>Advanced</b>	<b>Proficient</b>	<b>Below Proficient</b>
<p><b>6 Points</b></p> <ul style="list-style-type: none"> <li>• Paragraphing reinforces the organizational structure.</li> <li>• Grammar and usage are correct (few, if any, errors) and contribute to clarity and style.</li> <li>• Punctuation is accurate (few, if any, errors) and guides the reader through the text.</li> <li>• Spelling is generally correct, even of more difficult words.</li> <li>• The writer may manipulate conventions for stylistic effect.</li> </ul> <p><b>5 Points</b></p> <ul style="list-style-type: none"> <li>• Paragraphing reinforces the organizational structure.</li> <li>• Grammar and usage are correct (few, if any, errors) and contribute to clarity and style.</li> <li>• Punctuation is accurate (few, if any, errors).</li> <li>• Spelling is generally correct, even of more difficult words.</li> </ul>	<p><b>4 Points</b></p> <ul style="list-style-type: none"> <li>• Paragraphing is attempted but some paragraphs run together or begin in the wrong place.</li> <li>• Problems with grammar or usage are not serious enough to impede or distort meaning.</li> <li>• End punctuation usually correct; internal punctuation sometimes missing or incorrect.</li> <li>• Spelling is usually correct or reasonably plausible on common words; misspellings do not impede communication.</li> </ul>	<p><b>3 Points</b></p> <ul style="list-style-type: none"> <li>• Paragraphing is attempted but many paragraphs run together or begin in the wrong place</li> <li>• Problems with grammar or usage may be serious enough to impede or distort meaning in some instances but not overall.</li> <li>• Terminal punctuation is usually correct; internal punctuation is sometimes missing or incorrect and errors may impede or distort meaning in some instances.</li> <li>• Spelling errors may impede or distort meaning in some instances but not overall.</li> </ul> <p><b>2 Points</b></p> <ul style="list-style-type: none"> <li>• Paragraphing is missing, irregular, or so frequent (e.g., every sentence) that it has no relationship to the organizational structure of the text.</li> <li>• Errors in grammar or usage are very noticeable and may affect meaning.</li> <li>• Punctuation is often missing or incorrect.</li> <li>• Spelling errors are frequent, even of common words.</li> <li>• The reader must read once to decode, then again for meaning.</li> </ul> <p><b>1 Point</b></p> <ul style="list-style-type: none"> <li>• Paragraphing is missing, irregular, or so frequent that it has no relationship to the organizational structure of the text.</li> <li>• Errors in grammar or usage are frequent and impede meaning.</li> <li>• Punctuation is often missing or incorrect.</li> <li>• Spelling errors are frequent and impede meaning.</li> <li>• The reader may be unable to decode the writing.</li> </ul>

**Rubric for Sample A (Journal entries) for 7<sup>th</sup> and 8<sup>th</sup> Grades  
(used in W07\_3.2.3)**

<b>Advanced</b>	<b>Proficient</b>	<b>Below Proficient</b>
<ul style="list-style-type: none"> <li>• All parts of the question are thoroughly addressed.</li> <li>• Writer's unique perspective is expressed clearly.</li> <li>• Writer's main points are very clear.</li> <li>• Detail gives a clear and thorough understanding of the writer's main points.</li> <li>• Writer's voice is appropriate and consistent and helps to convey the meaning and mood of the response.</li> </ul>	<ul style="list-style-type: none"> <li>• All parts of the question are addressed.</li> <li>• Writer's unique perspective is expressed and is clear.</li> <li>• Main points are clear.</li> <li>• Detail sufficient to provide basic understanding of main points.</li> <li>• Writer's voice is appropriate but does not enhance the meaning or mood of the response.</li> </ul>	<ul style="list-style-type: none"> <li>• Question not addressed or not fully addressed.</li> <li>• Writer's unique perspective is expressed, but is not clear.</li> <li>• Main points are attempted, but necessary detail is not present.</li> <li>• Response does not express the writer's feelings on the issue.</li> <li>• Writer's voice is generic or inappropriate.</li> </ul>

## 7<sup>th</sup> Grade Expository Essay Rubric (used in W07\_3.2.3a)

	<b>Advanced</b>	<b>Proficient</b>	<b>Below Proficient</b>
<b>Main Idea: Introductory Paragraph &amp; Thesis Statement</b>	<ul style="list-style-type: none"> <li>• Introductory paragraph is engaging, clear and narrows the topic.</li> <li>• Thesis statement clearly previews the body and the sequencing of the essay.</li> </ul>	<ul style="list-style-type: none"> <li>• Introductory paragraph is clear and narrows the topic.</li> <li>• Thesis statement previews the body and sequence of the essay.</li> </ul>	<ul style="list-style-type: none"> <li>• Introductory paragraph is evident but fails to narrow the topic.</li> <li>• Thesis statement is evident but is confusing and/or doesn't preview the body and sequence of the essay.</li> </ul>
<b>Main Idea: Body Paragraphs &amp; Supporting Details</b>	<ul style="list-style-type: none"> <li>• Each body paragraph contains one main point previewed by the thesis statement.</li> <li>• Supporting details are convincing, thorough, accurate and relevant.</li> <li>• Assertions are authentic and supported by appropriate evidence.</li> </ul>	<ul style="list-style-type: none"> <li>• Each body paragraph contains one main point previewed by the thesis statement.</li> <li>• Supporting details are thorough, accurate and relevant.</li> <li>• Assertions are supported by appropriate evidence.</li> </ul>	<ul style="list-style-type: none"> <li>• Supporting details are accurate and relevant but lack thoroughness.</li> <li>• Assertions are sometimes supported by appropriate evidence.</li> </ul>
<b>Organization: Transitions</b>	<ul style="list-style-type: none"> <li>• Purposeful, effective transitions make links between paragraphs and supporting details very clear and smooth.</li> </ul>	<ul style="list-style-type: none"> <li>• Obvious, adequate transitions make links between paragraphs and supporting details clear and smooth.</li> </ul>	<ul style="list-style-type: none"> <li>• Some lack of or misuse of transitions cause confusion.</li> </ul>
<b>Organization: Concluding Paragraph</b>	<ul style="list-style-type: none"> <li>• Concluding paragraph brings a natural sense of resolution to the essay. It reinforces and supports the thesis statement and the main points from the essay.</li> </ul>	<ul style="list-style-type: none"> <li>• Concluding paragraph adequately ends essay. It reinforces and supports the thesis statement and the main points from the essay.</li> </ul>	<ul style="list-style-type: none"> <li>• Concluding paragraph abruptly ends the essay – it simply restates the thesis statement and the main points or is contrived.</li> </ul>
<b>Sentence Style</b>	<ul style="list-style-type: none"> <li>• Variety in types, length, and beginnings of sentences make essay read smoothly – sound has been considered as well as meaning.</li> <li>• The sentences build upon each other to make sense for the reader.</li> <li>• Fragments are used only for style or effect.</li> </ul>	<ul style="list-style-type: none"> <li>• Some variety in type, length and beginning of sentences.</li> <li>• Most sentences read smoothly – meaning is clear with very few stiff, awkward or choppy sentences.</li> <li>• Fragments are used only for style or effect.</li> </ul>	<ul style="list-style-type: none"> <li>• Many sentences begin the same way and follow the same pattern with little variety.</li> <li>• Phrasing does not sound natural.</li> <li>• Sometimes the reader has to reread for meaning.</li> <li>• Essay may contain many fragments.</li> </ul>
<b>Conventions</b>	<ul style="list-style-type: none"> <li>• Grammar, usage, spelling, and punctuation are correct with few, if any, errors.</li> <li>• Conventions may be manipulated for stylistic effect.</li> </ul>	<ul style="list-style-type: none"> <li>• Problems with grammar, usage, or spelling are not enough to affect meaning.</li> <li>• End punctuation is correct. Internal punctuation is sometimes missing or incorrect.</li> </ul>	<ul style="list-style-type: none"> <li>• Problems with grammar, usage, or spelling are serious enough to sometimes affect meaning.</li> <li>• End punctuation is correct. Internal punctuation is missing or incorrect and may impact meaning.</li> </ul>

**7<sup>th</sup> Grade Scoring Guide/Rubric for Graphs and Charts**  
(used in W07\_3.2.4)

<b>Advanced</b>	<b>Proficient</b>	<b>Below Proficient</b>
<ul style="list-style-type: none"> <li>• All graphs and charts are neat and exceptionally attractive.</li> <li>• Any piece of information can be found in under five seconds.</li> <li>• Information is clearly and accurately labeled.</li> <li>• Information depicted matches information in the narrative.</li> <li>• All graphs and charts have appropriate and accurate titles.</li> <li>• All conventions on the charts are correct.</li> </ul>	<ul style="list-style-type: none"> <li>• Most graphs and charts are neat and attractive.</li> <li>• Most information can be found in under five seconds.</li> <li>• Information is accurately labeled.</li> <li>• Information depicted matches information in the narrative.</li> <li>• Most graphs and charts have appropriate and accurate titles.</li> <li>• Most conventions on the charts are correct.</li> </ul>	<ul style="list-style-type: none"> <li>• Graphs and charts lack visual appeal.</li> <li>• Information is difficult to find.</li> <li>• Labels are inaccurate.</li> <li>• There are discrepancies in information between the graphs and the narrative.</li> <li>• Titles for graphs and charts are missing or misleading.</li> <li>• Distracting errors in conventions.</li> </ul>

**7<sup>th</sup> Grade Scoring Guide/Rubric for Conventions**  
(used in W07\_3.3.3b)

<b>Advanced</b>	<b>Proficient</b>	<b>Below Proficient</b>
<ul style="list-style-type: none"> <li>• Paragraphing reinforces the organizational structure.</li> <li>• Grammar and usage are correct (few, if any, errors) and contribute to clarity and style.</li> <li>• Punctuation is accurate (few, if any, errors) and guides the reader through the text.</li> <li>• Spelling is generally correct, even of more difficult words.</li> <li>• The writer may manipulate conventions for stylistic effect.</li> </ul>	<ul style="list-style-type: none"> <li>• Paragraphing is attempted but some paragraphs run together or begin in the wrong place.</li> <li>• Problems with grammar or usage are not serious enough to impede or distort meaning.</li> <li>• End punctuation usually correct; internal punctuation sometimes missing or incorrect.</li> <li>• Spelling is usually correct or reasonably plausible on common words; misspellings do not impede communication.</li> </ul>	<ul style="list-style-type: none"> <li>• Paragraphing is attempted but many paragraphs run together or begin in the wrong place</li> <li>• Problems with grammar or usage may be serious enough to impede or distort meaning in some instances but not overall.</li> <li>• Terminal punctuation is usually correct; internal punctuation is sometimes missing or incorrect and errors may impede or distort meaning in some instances.</li> <li>• Spelling errors may impede or distort meaning in some instances but not overall.</li> </ul>

**Additional Sample: 7<sup>th</sup> Grade Six-Point Scoring Guide (used in W07\_3.3.3b)**

<b>Advanced</b>	<b>Proficient</b>	<b>Below Proficient</b>
<p><b>6 Points</b></p> <ul style="list-style-type: none"> <li>• Paragraphing reinforces the organizational structure.</li> <li>• Grammar and usage are correct (few, if any, errors) and contribute to clarity and style.</li> <li>• Punctuation is accurate (few, if any, errors) and guides the reader through the text.</li> <li>• Spelling is generally correct, even of more difficult words.</li> <li>• The writer may manipulate conventions for stylistic effect.</li> </ul> <p><b>5 Points</b></p> <ul style="list-style-type: none"> <li>• Paragraphing reinforces the organizational structure.</li> <li>• Grammar and usage are correct (few, if any, errors) and contribute to clarity and style.</li> <li>• Punctuation is accurate (few, if any, errors).</li> <li>• Spelling is generally correct, even of more difficult words.</li> </ul>	<p><b>4 Points</b></p> <ul style="list-style-type: none"> <li>• Paragraphing is attempted but some paragraphs run together or begin in the wrong place.</li> <li>• Problems with grammar or usage are not serious enough to impede or distort meaning.</li> <li>• End punctuation usually correct; internal punctuation sometimes missing or incorrect.</li> <li>• Spelling is usually correct or reasonably plausible on common words; misspellings do not impede communication.</li> </ul>	<p><b>3 Points</b></p> <ul style="list-style-type: none"> <li>• Paragraphing is attempted but many paragraphs run together or begin in the wrong place.</li> <li>• Problems with grammar or usage may be serious enough to impede or distort meaning in some instances but not overall.</li> <li>• Terminal punctuation is usually correct; internal punctuation is sometimes missing or incorrect and errors may impede or distort meaning in some instances.</li> <li>• Spelling errors may impede or distort meaning in some instances but not overall.</li> </ul> <p><b>2 Points</b></p> <ul style="list-style-type: none"> <li>• Paragraphing is missing, irregular, or so frequent (e.g., every sentence) that it has no relationship to the organizational structure of the text.</li> <li>• Errors in grammar or usage are very noticeable and may affect meaning.</li> <li>• Punctuation is often missing or incorrect.</li> <li>• Spelling errors are frequent, even of common words.</li> <li>• The reader must read once to decode, then again for meaning.</li> </ul> <p><b>1 Point</b></p> <ul style="list-style-type: none"> <li>• Paragraphing is missing, irregular, or so frequent that it has no relationship to the organizational structure of the text.</li> <li>• Errors in grammar or usage are frequent and impede meaning.</li> <li>• Punctuation is often missing or incorrect.</li> <li>• Spelling errors are frequent and impede meaning.</li> <li>• The reader may be unable to decode the writing.</li> </ul>

**7<sup>th</sup> Grade Scoring Guide/Rubric for Organization  
(used in W07\_3.4.1)**

<b>Advanced</b>	<b>Proficient</b>	<b>Below Proficient</b>
<ul style="list-style-type: none"> <li>• Sequencing of ideas and details is logical and effective.</li> <li>• Introduction is inviting—draws in the reader.</li> <li>• Conclusion is satisfying—leaves reader with a sense of resolution.</li> <li>• Transitions are thoughtful; clearly show how ideas connect.</li> <li>• Organization flows smoothly, seems effortless.</li> </ul>	<ul style="list-style-type: none"> <li>• Writing communicates in an earnest, pleasing manner.</li> <li>• Voice is inconsistent: it may emerge strongly, then retreat behind general, dispassionate language.</li> <li>• Writing hides as much of the writer as it reveals.</li> <li>• Writer seems aware of audience and purpose but often weighs words too carefully or discards personal insights in favor of safe generalities.</li> </ul>	<ul style="list-style-type: none"> <li>• Sequencing needs work.</li> <li>• There is no real lead or introduction to set up what follows.</li> <li>• Conclusion is missing or does not wrap things up.</li> <li>• Transitions seldom work well, with many connections between ideas unclear.</li> <li>• Pacing feels awkward; writer slows when the reader wants to move on, and vice versa.</li> <li>• Problems with organization make it hard to grasp the main point or story line.</li> </ul>

**7<sup>th</sup> Grade Rubric for Student Peer Evaluation**  
(used in W07\_3.4.2)

	<b>Advanced</b>	<b>Proficient</b>	<b>Below Proficient</b>
<b>7<sup>th</sup> and 8<sup>th</sup></b>	<ul style="list-style-type: none"> <li>• Evaluator provided at least one comment of praise.</li> <li>• Evaluator identified at least one area for improvement.</li> <li>• Evaluator provided at least one concrete suggestion for getting the paper to the next level.</li> <li>• All comments and suggestions are respectful to the author.</li> <li>• All proofreading marks are legible/understandable.</li> <li>• All suggestions about conventions are accurate.</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluator provided at least one comment of praise.</li> <li>• Evaluator identified at least one area for improvement.</li> <li>• Evaluator provided at least one concrete suggestion for getting the paper to the next level.</li> <li>• All comments and suggestions are respectful to the author.</li> <li>• Most proofreading marks are legible/understandable.</li> <li>• Most suggestions about conventions are accurate.</li> </ul>	<ul style="list-style-type: none"> <li>• Comments are not adequate or specific enough to help author improve the paper.</li> <li>• Evaluator was disrespectful to the author.</li> <li>• Comments and/or proofreading marks are difficult to understand.</li> <li>• Many inaccurate suggestions about conventions.</li> </ul>
<b>9<sup>th</sup> and 10<sup>th</sup></b>	<ul style="list-style-type: none"> <li>• Evaluator gives multiple, specific comments of praise.</li> <li>• Evaluator identified at least one specific area for improvement.</li> <li>• Evaluator provided multiple concrete suggestion for getting the paper to the next level</li> <li>• All comments and suggestions are respectful to the author.</li> <li>• All proofreading marks are legible/understandable.</li> <li>• All suggestions about conventions are accurate.</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluator provided at least one comment of praise.</li> <li>• Evaluator identified at least one area for improvement.</li> <li>• Evaluator provided at least one concrete suggestion for getting the paper to the next level.</li> <li>• All comments and suggestions are respectful to the author.</li> <li>• All proofreading marks are legible/understandable.</li> <li>• All suggestions about conventions are accurate.</li> </ul>	<ul style="list-style-type: none"> <li>• Comments are not adequate or specific enough to help author improve the paper.</li> <li>• Evaluator was disrespectful to the author.</li> <li>• Comments and/or proofreading marks are difficult to understand.</li> <li>• Many inaccurate suggestions about conventions.</li> </ul>

**7<sup>th</sup> Grade Scoring Guide/Rubric for Conventions**  
**(used in W07\_3.4.2)**

<b>Advanced</b>	<b>Proficient</b>	<b>Below Proficient</b>
<ul style="list-style-type: none"> <li>• Paragraphing reinforces the organizational structure.</li> <li>• Grammar and usage are correct (few, if any, errors) and contribute to clarity and style.</li> <li>• Punctuation is accurate (few, if any, errors) and guides the reader through the text.</li> <li>• Spelling is generally correct, even of more difficult words.</li> </ul> <p>• <i>The writer may manipulate conventions for stylistic effect.</i></p>	<ul style="list-style-type: none"> <li>• Paragraphing is attempted but some paragraphs run together or begin in the wrong place.</li> <li>• Problems with grammar or usage are not serious enough to impede or distort meaning.</li> <li>• End punctuation usually correct; internal punctuation sometimes missing or incorrect.</li> <li>• Spelling is usually correct or reasonably plausible on common words; misspellings do not impede communication.</li> </ul>	<ul style="list-style-type: none"> <li>• Paragraphing is attempted but many paragraphs run together or begin in the wrong place.</li> <li>• Problems with grammar or usage may be serious enough to impede or distort meaning in some instances but not overall.</li> <li>• Terminal punctuation is usually correct; internal punctuation is sometimes missing or incorrect and errors may impede or distort meaning in some instances.</li> <li>• Spelling errors may impede or distort meaning in some instances but not overall.</li> </ul>

**7<sup>th</sup> Grade 6-point Scoring Guide/Rubric  
(used in W07\_3.4.2)**

<b>Advanced</b>	<b>Proficient</b>	<b>Below Proficient</b>
<p><b>6 Points</b></p> <ul style="list-style-type: none"> <li>• Paragraphing reinforces the organizational structure.</li> <li>• Grammar and usage are correct (few, if any, errors) and contribute to clarity and style.</li> <li>• Punctuation is accurate (few, if any, errors) and guides the reader through the text.</li> <li>• Spelling is generally correct, even of more difficult words.</li> <li>• The writer may manipulate conventions for stylistic effect.</li> </ul> <p><b>5 Points</b></p> <ul style="list-style-type: none"> <li>• Paragraphing reinforces the organizational structure.</li> <li>• Grammar and usage are correct (few, if any, errors) and contribute to clarity and style.</li> <li>• Punctuation is accurate (few, if any, errors).</li> <li>• Spelling is generally correct, even of more difficult words.</li> </ul>	<p><b>4 Points</b></p> <ul style="list-style-type: none"> <li>• Paragraphing is attempted but some paragraphs run together or begin in the wrong place.</li> <li>• Problems with grammar or usage are not serious enough to impede or distort meaning.</li> <li>• End punctuation usually correct; internal punctuation sometimes missing or incorrect.</li> <li>• Spelling is usually correct or reasonably plausible on common words; misspellings do not impede communication.</li> </ul>	<p><b>3 Points</b></p> <ul style="list-style-type: none"> <li>• Paragraphing is attempted but many paragraphs run together or begin in the wrong place.</li> <li>• Problems with grammar or usage may be serious enough to impede or distort meaning in some instances but not overall.</li> <li>• Terminal punctuation is usually correct; internal punctuation is sometimes missing or incorrect and errors may impede or distort meaning in some instances.</li> <li>• Spelling errors may impede or distort meaning in some instances but not overall.</li> </ul> <p><b>2 Points</b></p> <ul style="list-style-type: none"> <li>• Paragraphing is missing, irregular, or so frequent (e.g., every sentence) that it has no relationship to the organizational structure of the text.</li> <li>• Errors in grammar or usage are very noticeable and may affect meaning.</li> <li>• Punctuation is often missing or incorrect</li> <li>• Spelling errors are frequent, even of common words.</li> <li>• The reader must read once to decode, then again for meaning.</li> </ul> <p><b>1 Point</b></p> <ul style="list-style-type: none"> <li>• Paragraphing is missing, irregular, or so frequent that it has no relationship to the organizational structure of the text.</li> <li>• Errors in grammar or usage are frequent and impede meaning.</li> <li>• Punctuation is often missing or incorrect.</li> <li>• Spelling errors are frequent and impede meaning.</li> <li>• The reader may be unable to decode the writing,</li> </ul>

**7<sup>th</sup> Grade Scoring Guide/Rubric for Organization  
(used in W07\_3.4.2)**

<b>Advanced</b>	<b>Proficient</b>	<b>Below Proficient</b>
<ul style="list-style-type: none"> <li>• Sequencing of ideas and details is logical and effective.</li> <li>• Introduction is inviting—draws in the reader.</li> <li>• Conclusion is satisfying—leaves reader with a sense of resolution.</li> <li>• Transitions are thoughtful; clearly show how ideas connect.</li> <li>• Organization flows smoothly, seems effortless.</li> </ul>	<ul style="list-style-type: none"> <li>• Writing communicates in an earnest, pleasing manner.</li> <li>• Voice is inconsistent: it may emerge strongly, then retreat behind general, dispassionate language.</li> <li>• Writing hides as much of the writer as it reveals.</li> <li>• Writer seems aware of audience and purpose but often weighs words too carefully or discards personal insights in favor of safe generalities.</li> </ul>	<ul style="list-style-type: none"> <li>• Sequencing needs work.</li> <li>• There is no real lead or introduction to set up what follows.</li> <li>• Conclusion is missing or does not wrap things up.</li> <li>• Transitions seldom work well, with many connections between ideas unclear.</li> <li>• Pacing feels awkward; writer slows when the reader wants to move on, and vice versa.</li> <li>• Problems with organization make it hard to grasp the main point or story line.</li> </ul>

**7<sup>th</sup> Grade Scoring Guide/Rubric for Sentence Structure  
(used in W07\_3.4.3)**

<b>Advanced</b>	<b>Proficient</b>	<b>Below Proficient</b>
<ul style="list-style-type: none"> <li>• Compound/complex examples correct</li> <li>• All sentences punctuated correctly</li> <li>• All sentences make sense with details provided.</li> <li>• Paragraph is particularly engaging for the reader.</li> </ul>	<ul style="list-style-type: none"> <li>• Compound/complex examples correct</li> <li>• All sentences punctuated correctly</li> <li>• All sentences make sense with details provided.</li> </ul>	<ul style="list-style-type: none"> <li>• Compound/complex examples not correct</li> <li>• Not all sentences punctuated correctly</li> <li>• Not all sentences make sense with details provided.</li> </ul>

**7<sup>th</sup> Grade Scoring Guide/Rubric for Sentence Style  
(used in W07\_3.4.3)**

<b>Advanced</b>	<b>Proficient</b>	<b>Below Proficient</b>	<b>Far Below Proficient</b>
<ul style="list-style-type: none"> <li>• Variety in types, length, and beginnings of sentences make essay read smoothly – sound has been considered as well as meaning.</li> <li>• The sentences build upon each other to make sense for the reader.</li> <li>• Fragments are used only for style or effect.</li> </ul>	<ul style="list-style-type: none"> <li>• Some variety in type, length and beginning of sentences.</li> <li>• Most sentences read smoothly – meaning is clear with very few stiff, awkward or choppy sentences.</li> <li>• Fragments are used only for style or effect.</li> </ul>	<ul style="list-style-type: none"> <li>• Many sentences begin the same way and follow the same pattern with little variety. Phrasing does not sound natural.</li> <li>• Sometimes the reader has to reread for meaning.</li> <li>• Essay may contain many fragments.</li> </ul>	<ul style="list-style-type: none"> <li>• Sentences begin the same way and follow the same pattern with no variety.</li> <li>• Sentences sound choppy, incomplete, and awkward.</li> <li>• Meaning is unclear forcing the reader to reread.</li> <li>• Essay contains many fragments.</li> </ul>

**7<sup>th</sup> Grade Scoring Guide/Rubric for Voice  
(used in W07\_3.4.5)**

<b>Advanced</b>	<b>Proficient</b>	<b>Below Proficient</b>
<ul style="list-style-type: none"> <li>• Language is highly individual.</li> <li>• Reader senses the person behind the words; feels an interaction with the writer.</li> <li>• Tone gives the writing flavor, adds interest.</li> <li>• Language is appropriate for purpose and audience.</li> <li>• Narrative writing seems honest, appealing, heartfelt.</li> <li>• Expository or persuasive writing reflects a strong commitment to the topic; anticipates reader’s questions, shows why the reader should care or want to know more.</li> </ul>	<ul style="list-style-type: none"> <li>• Writing communicates in an earnest, pleasing manner.</li> <li>• Voice is inconsistent: it may emerge strongly, then retreat behind general, dispassionate language.</li> <li>• Writing hides as much of the writer as it reveals.</li> <li>• Writer seems aware of audience and purpose but often weighs words too carefully or discards personal insights in favor of safe generalities.</li> </ul>	<ul style="list-style-type: none"> <li>• Writing communicates but without much style or interest.</li> <li>• Writing hides the writer; the reader has little or no sense of the writer behind the words.</li> <li>• Writer shows some awareness of audience and/ or purpose but is inconsistent.</li> <li>• Writer speaks in a monotone.</li> </ul>

**7<sup>th</sup> Grade Six-Trait Scoring Guide**  
(used in W07\_3.4.5)

<b>Advanced</b>	<b>Proficient</b>	<b>Below Proficient</b>
<p><b>6 Points</b></p> <ul style="list-style-type: none"> <li>• Language is highly individual.</li> <li>• Reader senses the person behind the words; feels an interaction with the writer.</li> <li>• Tone gives the writing flavor, adds interest.</li> <li>• Language is appropriate for purpose and audience</li> <li>• Narrative writing seems honest, appealing, heartfelt.</li> <li>• Expository or persuasive writing reflects a strong commitment to the topic; anticipates reader’s questions, shows why the reader should care or want to know more.</li> </ul> <p><b>5 Points</b></p> <ul style="list-style-type: none"> <li>• Reader senses the person behind the words.</li> <li>• There are occasional moments that surprise, amuse, or move the reader.</li> <li>• Tone gives the writing flavor, adds interest.</li> <li>• Language is appropriate for purpose and audience.</li> <li>• Narrative writing seems honest, appealing, heartfelt.</li> <li>• Expository or persuasive writing reflects a strong commitment to the topic.</li> </ul>	<p><b>4 Points</b></p> <ul style="list-style-type: none"> <li>• Writing communicates in an earnest, pleasing manner.</li> <li>• Voice is inconsistent: it may emerge strongly, then retreat behind general, dispassionate language.</li> <li>• Writing hides as much of the writer as it reveals.</li> <li>• Writer seems aware of audience and purpose but often weighs words too carefully or discards personal insights in favor of safe generalities.</li> </ul>	<p><b>3 Points</b></p> <ul style="list-style-type: none"> <li>• Writing communicates but without much style or interest.</li> <li>• Writing hides the writer; the reader has little or no sense of the writer behind the words.</li> <li>• Writer shows some awareness of audience and/ or purpose but is inconsistent.</li> <li>• Writer speaks in a monotone.</li> </ul> <p><b>2 Points</b></p> <ul style="list-style-type: none"> <li>• It is hard to sense the writer behind the words.</li> <li>• The writer does not seem to reach out to an audience or to anticipate the reader’s interests or questions.</li> <li>• Writing may communicate on a functional level but does not move or involve the reader.</li> <li>• Writer does not seem sufficiently at home with the topic to take risks, share personal insights, or make the topic/story personal and real for the reader.</li> </ul> <p><b>1 Point</b></p> <ul style="list-style-type: none"> <li>• The writer seems unaware of an audience or reader; writing seems “painful” to the writer.</li> <li>• Writing may not communicate on a functional level.</li> <li>• Writer seems uncomfortable with the topic.</li> </ul>

**7<sup>th</sup> Grade Scoring Guide/Rubric for Ideas and Content  
(used in W07\_3.4.6a)**

<b>Advanced</b>	<b>Proficient</b>	<b>Below Proficient</b>
<ul style="list-style-type: none"> <li>• Ideas are fresh, original, and/or insightful.</li> <li>• Ideas are based on the writer’s knowledge and/ or experience.</li> <li>• Details are relevant, telling, and contribute to the whole.</li> <li>• Content goes beyond the obvious or predictable.</li> <li>• Topic makes a point or tells a story.</li> </ul>	<ul style="list-style-type: none"> <li>• Topic and direction are evident, but more information is needed to “fill in the blanks.”</li> <li>• Ideas draw on knowledge and/or experience but may not move beyond general observations to specifics.</li> <li>• Details are reasonably clear but may not be detailed, personalized, or expanded.</li> <li>• Supporting details are present but may not “flesh out” the main point or story line.</li> <li>• Original ideas may be blended with ones that are more obvious or predictable.</li> </ul>	<ul style="list-style-type: none"> <li>• Topic and direction are evident, but writer may digress and go in a different direction or introduce a different topic.</li> <li>• Ideas may not draw on knowledge and/or experience; may be general observations.</li> <li>• Details are reasonably clear but may not be detailed, personalized, or expanded.</li> <li>• Supporting details are present but may not “flesh out” the main point or story line or may be irrelevant to it.</li> <li>• Original ideas are rare or absent.</li> </ul>

**7<sup>th</sup> Grade Six-Trait Scoring Guide/Rubric for Ideas and Content**  
(used in W07\_3.4.6a)

<b>Advanced</b>	<b>Proficient</b>	<b>Below Proficient</b>
<p><b>6 Points</b></p> <ul style="list-style-type: none"> <li>• Ideas are fresh, original, and/or insightful.</li> <li>• Ideas are based on the writer’s knowledge and/ or experience.</li> <li>• Details are relevant, telling, and contribute to the whole.</li> <li>• Content goes beyond the obvious or predictable.</li> <li>• Topic makes a point or tells a story.</li> </ul> <p><b>5 Points</b></p> <ul style="list-style-type: none"> <li>• Ideas are based on the writer’s knowledge and/ or experience.</li> <li>• Details are relevant, telling, and contribute to the whole.</li> <li>• Topic makes a point or tells a story.</li> <li>• Some ideas are fresh and original.</li> </ul>	<p><b>4 Points</b></p> <ul style="list-style-type: none"> <li>• Topic and direction are evident, but more information is needed to “fill in the blanks.”</li> <li>• Ideas draw on knowledge and/or experience but may not move beyond general observations to specifics.</li> <li>• Details are reasonably clear but may not be detailed, personalized, or expanded.</li> <li>• Supporting details are present but may not “flesh out” the main point or story line.</li> <li>• Original ideas may be blended with ones that are more obvious or predictable.</li> </ul>	<p><b>3 Points</b></p> <ul style="list-style-type: none"> <li>• Topic and direction are evident, but writer may digress and go in a different direction or introduce a different topic.</li> <li>• Ideas may not draw on knowledge and/or experience; may be general observations.</li> <li>• Details are reasonably clear but may not be detailed, personalized, or expanded.</li> <li>• Supporting details are present but may not “flesh out” the main point or story line or may be irrelevant to it.</li> <li>• Original ideas are rare or absent.</li> </ul> <p><b>2 Points</b></p> <ul style="list-style-type: none"> <li>• Topic and direction are not evident; the writer has not defined the topic in a meaningful, personal way.</li> <li>• Information is very limited or unclear.</li> <li>• Text may be repetitious or read like a collection of disconnected, random thoughts.</li> <li>• The writer does not distinguish the main ideas or critical points from the supporting details or less critical points.</li> </ul> <p><b>1 Point</b></p> <ul style="list-style-type: none"> <li>• Topic and direction are missing.</li> <li>• Information is very limited or unclear.</li> <li>• Text may be repetitious, or may read like a collection of disconnected, random thoughts.</li> </ul>

**7<sup>th</sup> Grade Scoring Guide/Rubric for Format  
(used in W07\_3.6.3)**

<b>Advanced</b>	<b>Proficient</b>	<b>Below Proficient</b>
<ul style="list-style-type: none"> <li>• Essay looks neat on the page.</li> <li>• Formatting is completely consistent.</li> <li>• Headings are easy to identify.</li> <li>• Font is professional, consistent, and legible.</li> <li>• Format follows an established standard such as MLA.</li> </ul>	<ul style="list-style-type: none"> <li>• Essay looks neat on the page.</li> <li>• Formatting is almost completely consistent.</li> <li>• Headings are easy to identify.</li> <li>• Font is mostly professional, consistent, and legible.</li> <li>• Only minor formatting changes are needed.</li> <li>• Margins and font size are not distracting or inappropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• Essay looks cluttered.</li> <li>• Formatting inconsistent enough to be confusing.</li> <li>• Headings are missing or confusing – it’s difficult to find the author’s name, etc.</li> <li>• Format looks unprofessional, is inconsistent, and/or is difficult to read.</li> <li>• Margins and/or font size are way too big or way too small.</li> <li>• Major formatting changes are needed.</li> </ul>

## 8<sup>th</sup> Grade

### 8<sup>th</sup> Grade Scoring Guide/Rubric for Word Choice (used in W08\_3.1.1a)

<b>Advanced</b>	<b>Proficient</b>	<b>Below Proficient</b>
<ul style="list-style-type: none"><li>• Words are specific, accurate, striking.</li><li>• Language is natural, not overdone.</li><li>• Verbs are lively.</li><li>• Nouns and modifiers are precise.</li><li>• Clichés and jargon are used sparingly and only for effect.</li></ul>	<ul style="list-style-type: none"><li>• Words are mostly correct and adequate but may lack flair and color.</li><li>• Familiar words and phrases are used to communicate.</li><li>• Attempts at colorful language are made but some may be overdone.</li><li>• Clichés and jargon may be used occasionally in place of fresh language.</li></ul>	<ul style="list-style-type: none"><li>• Language is so vague, inaccurate, and/or general that even the most general message does not come through.</li><li>• Words are frequently used incorrectly, making the message hard to decipher.</li><li>• Problems with language leave the reader unable to understand what the writer is trying to say most of the time.</li></ul>

**8<sup>th</sup> Grade Six-Trait Scoring Guide/Rubric for Word Choice  
(used in W08\_3.1.1a)**

<b>Advanced</b>	<b>Proficient</b>	<b>Below Proficient</b>
<p><b>6 Points</b></p> <ul style="list-style-type: none"> <li>• Words are specific, accurate, striking.</li> <li>• Language is natural, not overdone.</li> <li>• Verbs are lively.</li> <li>• Nouns and modifiers are precise.</li> <li>• Clichés and jargon are used sparingly and only for effect.</li> </ul> <p><b>5 Points</b></p> <ul style="list-style-type: none"> <li>• Words are specific and accurate.</li> <li>• Lively verbs and picturesque words and phrases are occasionally used.</li> <li>• Language is natural, not overdone.</li> <li>• Verbs are lively.</li> <li>• Nouns and modifiers are precise.</li> <li>• Clichés and jargon are used sparingly and only for effect.</li> </ul>	<p><b>4 Points</b></p> <ul style="list-style-type: none"> <li>• Words are mostly correct and adequate but may lack flair and color.</li> <li>• Familiar words and phrases communicate.</li> <li>• Attempts at colorful language are made but some may be overdone.</li> <li>• Clichés and jargon may be used occasionally in place of fresh language.</li> </ul>	<p><b>3 Points</b></p> <ul style="list-style-type: none"> <li>• Words are mostly correct and adequate with some lapses.</li> <li>• Familiar words and phrases communicate with some lapses.</li> <li>• Attempts at colorful language are rare or absent.</li> <li>• Clichés and jargon may be used as a crutch.</li> </ul> <p><b>2 Points</b></p> <ul style="list-style-type: none"> <li>• Language is so vague and general that only the most general message comes through (e.g., It was a fun time. We did lots of neat stuff.).</li> <li>• Persistent redundancy distracts the reader.</li> <li>• Words are often used incorrectly, making the message hard to decipher.</li> <li>• Clichés and jargon frequently serve as a crutch.</li> <li>• Problems with language leave the reader wondering what the writer is trying to say.</li> </ul> <p><b>1 Point</b></p> <ul style="list-style-type: none"> <li>• Language is so vague, inaccurate, and/or general that even the most general message does not come through.</li> <li>• Words are frequently used incorrectly, making the message hard to decipher.</li> <li>• Problems with language leave the reader unable to understand what the writer is trying to say most of the time.</li> </ul>

**8<sup>th</sup> Grade Scoring Guide/Rubric for Voice**  
**(used in W08\_3.1.2)**

<b>Advanced</b>	<b>Proficient</b>	<b>Below Proficient</b>
<ul style="list-style-type: none"> <li>• Language is highly individual.</li> <li>• Reader senses the person behind the words; feels an interaction with the writer.</li> <li>• Tone gives the writing flavor, adds interest.</li> <li>• Language is appropriate for purpose and audience.</li> <li>• Narrative writing seems honest, appealing, heartfelt.</li> <li>• Expository or persuasive writing reflects a strong commitment to the topic; anticipates reader's questions, shows why the reader should care or want to know more.</li> </ul>	<ul style="list-style-type: none"> <li>• Writing communicates in an earnest, pleasing manner.</li> <li>• Voice is inconsistent: it may emerge strongly, then retreat behind general, dispassionate language.</li> <li>• Writing hides as much of the writer as it reveals.</li> <li>• Writer seems aware of audience and purpose but often weighs words too carefully or discards personal insights in favor of safe generalities.</li> </ul>	<ul style="list-style-type: none"> <li>• It is hard to sense the writer behind the words.</li> <li>• The writer does not seem to reach out to an audience or to anticipate the reader's interests or questions.</li> <li>• Writing may communicate on a functional level but does not move or involve the reader.</li> <li>• Writer does not seem sufficiently at home with the topic to take risks, share personal insights, or make the topic/story personal and real for the reader.</li> </ul>

**8<sup>th</sup> Grade Six-Trait Scoring Guide for Voice**  
(used in W08\_3.1.2)

<b>Advanced</b>	<b>Proficient</b>	<b>Below Proficient</b>
<p><b>6 Points</b></p> <ul style="list-style-type: none"> <li>• Language is highly individual.</li> <li>• Reader senses the person behind the words; feels an interaction with the writer.</li> <li>• Tone gives the writing flavor, adds interest.</li> <li>• Language is appropriate for purpose and audience.</li> <li>• Narrative writing seems honest, appealing, heartfelt.</li> <li>• Expository or persuasive writing reflects a strong commitment to the topic; anticipates reader’s questions, shows why the reader should care or want to know more.</li> </ul> <p><b>5 Points</b></p> <ul style="list-style-type: none"> <li>• Reader senses the person behind the words.</li> <li>• There are occasional moments that surprise, amuse, or move the reader.</li> <li>• Tone gives the writing flavor, adds interest.</li> <li>• Language is appropriate for purpose and audience.</li> <li>• Narrative writing seems honest, appealing, heartfelt.</li> <li>• Expository or persuasive writing reflects a strong commitment to the topic.</li> </ul>	<p><b>4 Points</b></p> <ul style="list-style-type: none"> <li>• Writing communicates in an earnest, pleasing manner.</li> <li>• Voice is inconsistent: it may emerge strongly, then retreat behind general, dispassionate language.</li> <li>• Writing hides as much of the writer as it reveals.</li> <li>• Writer seems aware of audience and purpose but often weighs words too carefully or discards personal insights in favor of safe generalities.</li> </ul>	<p><b>3 Points</b></p> <ul style="list-style-type: none"> <li>• Writing communicates but without much style or interest.</li> <li>• Writing hides the writer; the reader has little or no sense of the writer behind the words.</li> <li>• Writer shows some awareness of audience and/ or purpose but is inconsistent.</li> <li>• Writer speaks in a monotone.</li> </ul> <p><b>2 Points</b></p> <ul style="list-style-type: none"> <li>• It is hard to sense the writer behind the words.</li> <li>• The writer does not seem to reach out to an audience or to anticipate the reader’s interests or questions.</li> <li>• Writing may communicate on a functional level but does not move or involve the reader.</li> <li>• Writer does not seem sufficiently at home with the topic to take risks, share personal insights, or make the topic/story personal and real for the reader</li> </ul> <p><b>1 Point</b></p> <ul style="list-style-type: none"> <li>• The writer seems unaware of an audience or reader; writing seems “painful” to the writer.</li> <li>• Writing may not communicate on a functional level.</li> <li>• Writer seems uncomfortable with the topic.</li> </ul>

**8<sup>th</sup> Grade Scoring Guide/Rubric for Ideas and Content**  
(used in W08\_3.1.2a)

<b>Advanced</b>	<b>Proficient</b>	<b>Below Proficient</b>
<ul style="list-style-type: none"> <li>• Ideas are fresh, original, and/or insightful.</li> <li>• Ideas are based on the writer’s knowledge and/ or experience.</li> <li>• Details are relevant, telling, and contribute to the whole.</li> <li>• Content goes beyond the obvious or predictable.</li> <li>• Topic makes a point or tells a story.</li> </ul>	<ul style="list-style-type: none"> <li>• Topic and direction are evident, but more information is needed to “fill in the blanks.”</li> <li>• Ideas draw on knowledge and/or experience but may not move beyond general observations to specifics.</li> <li>• Details are reasonably clear but may not be detailed, personalized, or expanded.</li> <li>• Supporting details are present but may not “flesh out” the main point or story line.</li> <li>• Original ideas may be blended with ones that are more obvious or predictable.</li> </ul>	<ul style="list-style-type: none"> <li>• Topic and direction are evident, but writer may digress and go in a different direction or introduce a different topic.</li> <li>• Ideas may not draw on knowledge and/or experience; may be general observations.</li> <li>• Details are reasonably clear but may not be detailed, personalized, or expanded.</li> <li>• Supporting details are present but may not “flesh out” the main point or story line or may be irrelevant to it.</li> <li>• Original ideas are rare or absent</li> </ul>

**8<sup>th</sup> Grade Six-Trait Scoring Guide/Rubric for Ideas and Content**  
(used in W08\_3.1.2a)

<b>Advanced</b>	<b>Proficient</b>	<b>Below Proficient</b>
<p><b>6 Points</b></p> <ul style="list-style-type: none"> <li>• Ideas are fresh, original, and/or insightful.</li> <li>• Ideas are based on the writer’s knowledge and/ or experience.</li> <li>• Details are relevant, telling, and contribute to the whole.</li> <li>• Content goes beyond the obvious or predictable.</li> <li>• Topic makes a point or tells a story.</li> </ul> <p><b>5 Points</b></p> <ul style="list-style-type: none"> <li>• Ideas are based on the writer’s knowledge and/ or experience.</li> <li>• Details are relevant, telling, and contribute to the whole.</li> <li>• Topic makes a point or tells a story.</li> <li>• Some ideas are fresh and original.</li> </ul>	<p><b>4 Points</b></p> <ul style="list-style-type: none"> <li>• Topic and direction are evident, but more information is needed to “fill in the blanks.”</li> <li>• Ideas draw on knowledge and/or experience but may not move beyond general observations to specifics.</li> <li>• Details are reasonably clear but may not be detailed, personalized, or expanded.</li> <li>• Supporting details are present but may not “flesh out” the main point or story line.</li> <li>• Original ideas may be blended with ones that are more obvious or predictable.</li> </ul>	<p><b>3 Points</b></p> <ul style="list-style-type: none"> <li>• Topic and direction are evident, but writer may digress and go in a different direction or introduce a different topic.</li> <li>• Ideas may not draw on knowledge and/or experience; may be general observations.</li> <li>• Details are reasonably clear but may not be detailed, personalized, or expanded.</li> <li>• Supporting details are present but may not “flesh out” the main point or story line or may be irrelevant to it.</li> <li>• Original ideas are rare or absent.</li> </ul> <p><b>2 Points</b></p> <ul style="list-style-type: none"> <li>• Topic and direction are not evident; the writer has not defined the topic in a meaningful, personal way.</li> <li>• Information is very limited or unclear.</li> <li>• Text may be repetitious or read like a collection of disconnected, random thoughts.</li> <li>• The writer does not distinguish the main ideas or critical points from the supporting details or less critical points.</li> </ul> <p><b>1 Point</b></p> <ul style="list-style-type: none"> <li>• Topic and direction are missing.</li> <li>• Information is very limited or unclear.</li> <li>• Text may be repetitious, or may read like a collection of disconnected, random thoughts.</li> </ul>

**8<sup>th</sup> Grade Scoring Guide/Rubric for Organization  
(used in W08\_3.1.2b)**

<b>Advanced</b>	<b>Proficient</b>	<b>Below Proficient</b>
<ul style="list-style-type: none"> <li>• Sequencing of ideas and details is logical and effective.</li> <li>• Introduction is inviting—draws in the reader.</li> <li>• Conclusion is satisfying—leaves reader with a sense of resolution.</li> <li>• Transitions are thoughtful; clearly show how ideas connect.</li> <li>• Organization flows smoothly, seems effortless.</li> </ul>	<ul style="list-style-type: none"> <li>• Writing communicates in an earnest, pleasing manner.</li> <li>• Voice is inconsistent: it may emerge strongly, then retreat behind general, dispassionate language.</li> <li>• Writing hides as much of the writer as it reveals.</li> <li>• Writer seems aware of audience and purpose but often weighs words too carefully or discards personal insights in favor of safe generalities.</li> </ul>	<ul style="list-style-type: none"> <li>• Sequencing needs work.</li> <li>• There is no real lead or introduction to set up what follows.</li> <li>• Conclusion is missing or does not wrap things up.</li> <li>• Transitions seldom work well, with many connections between ideas unclear.</li> <li>• Pacing feels awkward; writer slows when the reader wants to move on, and vice versa.</li> <li>• Problems with organization make it hard to grasp the main point or story line.</li> </ul>

**8<sup>th</sup> Grade Six-Trait Scoring Guide/Rubric for Organization**  
**(used in W08\_3.1.2b and W08\_3.1.3)**

<b>Advanced</b>	<b>Proficient</b>	<b>Below Proficient</b>
<p><b>6 Points</b></p> <ul style="list-style-type: none"> <li>• Sequencing of ideas and details is logical and effective.</li> <li>• Introduction is inviting—draws in the reader.</li> <li>• Conclusion is satisfying—leaves reader with a sense of resolution.</li> <li>• Transitions are thoughtful; clearly show how ideas connect.</li> <li>• Organization flows smoothly, seems effortless.</li> </ul> <p><b>5 Points</b></p> <ul style="list-style-type: none"> <li>• Sequencing of ideas and details is logical and effective.</li> <li>• Introduction is inviting—draws in the reader.</li> <li>• Conclusion is satisfying—leaves reader with a sense of resolution.</li> <li>• Transitions are thoughtful; clearly show how ideas connect.</li> <li>• Organization usually flows smoothly.</li> </ul>	<p><b>4 Points</b></p> <ul style="list-style-type: none"> <li>• Sequencing of ideas and details is logical and effective.</li> <li>• Introduction is inviting—draws in the reader.</li> <li>• Conclusion is satisfying—leaves reader with a sense of resolution.</li> <li>• Transitions are thoughtful; clearly show how ideas connect.</li> <li>• Organization usually flows smoothly</li> </ul>	<p><b>3 Points</b></p> <ul style="list-style-type: none"> <li>• Sequencing is usually logical but there may be lapses or digressions.</li> <li>• There may be an attempt to write an introduction or conclusion but it may not be clearly recognizable as such; a conclusion, in particular, may be absent.</li> <li>• Transitions attempted but do not work well; connections between ideas may be unclear.</li> <li>• There are frequent lapses in pacing.</li> <li>• There is an attempt at organization but it may depart from supporting the main point or story line.</li> </ul> <p><b>2 Points</b></p> <ul style="list-style-type: none"> <li>• Sequencing needs work.</li> <li>• There is no real lead or introduction to set up what follows.</li> <li>• Conclusion is missing or does not wrap things up.</li> <li>• Transitions seldom work well, with many connections between ideas unclear.</li> <li>• Pacing feels awkward; writer slows when the reader wants to move on, and vice versa.</li> <li>• Problems with organization make it hard to grasp the main point or story line.</li> </ul> <p><b>1 Point</b></p> <ul style="list-style-type: none"> <li>• Sequencing is absent.</li> <li>• There is no introduction or conclusion.</li> <li>• Transitions are absent.</li> <li>• Organization is absent; writing may be a brief list.</li> </ul>

**8<sup>th</sup> Grade Scoring Guide/Rubric for Conventions**  
(used in W08\_3.1.2b and W08\_3.1.3)

<b>Advanced</b>	<b>Proficient</b>	<b>Below Proficient</b>
<ul style="list-style-type: none"> <li>• Paragraphing reinforces the organizational structure.</li> <li>• Grammar and usage are correct (few, if any, errors) and contribute to clarity and style.</li> <li>• Punctuation is accurate (few, if any, errors) and guides the reader through the text.</li> <li>• Spelling is generally correct, even of more difficult words.</li> <li>• The writer may manipulate conventions for stylistic effect.</li> </ul>	<ul style="list-style-type: none"> <li>• Paragraphing is attempted but some paragraphs run together or begin in the wrong place.</li> <li>• Problems with grammar or usage are not serious enough to impede or distort meaning.</li> <li>• End punctuation usually correct; internal punctuation sometimes missing or incorrect.</li> <li>• Spelling is usually correct or reasonably plausible on common words; misspellings do not impede communication.</li> </ul>	<ul style="list-style-type: none"> <li>• Paragraphing is attempted but many paragraphs run together or begin in the wrong place.</li> <li>• Problems with grammar or usage may be serious enough to impede or distort meaning in some instances but not overall.</li> <li>• Terminal punctuation is usually correct; internal punctuation is sometimes missing or incorrect and errors may impede or distort meaning in some instances.</li> <li>• Spelling errors may impede or distort meaning in some instances but not overall.</li> </ul>

**8<sup>th</sup> Grade Scoring Guide/Rubric for Organization**  
(used in W08\_3.1.3)

<b>Advanced</b>	<b>Proficient</b>	<b>Below Proficient</b>
<ul style="list-style-type: none"> <li>• Sequencing of ideas and details is logical and effective.</li> <li>• Introduction is inviting—draws in the reader.</li> <li>• Conclusion is satisfying—leaves reader with a sense of resolution.</li> <li>• Transitions are thoughtful; clearly show how ideas connect.</li> <li>• Organization flows smoothly, seems effortless.</li> </ul>	<ul style="list-style-type: none"> <li>• Sequencing of ideas and details is logical and effective.</li> <li>• Introduction is inviting—draws in the reader.</li> <li>• Conclusion is satisfying—leaves reader with a sense of resolution.</li> <li>• Transitions are thoughtful; clearly show how ideas connect.</li> <li>• Organization usually flows smoothly.</li> </ul>	<ul style="list-style-type: none"> <li>• Sequencing needs work.</li> <li>• There is no real lead or introduction to set up what follows.</li> <li>• Conclusion is missing or does not wrap things up.</li> <li>• Transitions seldom work well, with many connections between ideas unclear.</li> <li>• Pacing feels awkward; writer slows when the reader wants to move on, and vice versa.</li> <li>• Problems with organization make it hard to grasp the main point or story line.</li> </ul>

**7<sup>th</sup> and 8<sup>th</sup> Grade Scoring Guide/Rubric for Journal Entries**  
**(used in W08\_3.2.3)**

<b>Advanced</b>	<b>Proficient</b>	<b>Below Proficient</b>
<ul style="list-style-type: none"> <li>• All parts of the question are thoroughly addressed.</li> <li>• Writer’s unique perspective is expressed clearly.</li> <li>• Writer’s main points are very clear.</li> <li>• Detail gives a clear and thorough understanding of the writer’s main points.</li> <li>• Writer’s voice is appropriate and consistent and helps to convey the meaning and mood of the response.</li> </ul>	<ul style="list-style-type: none"> <li>• All parts of the question are addressed.</li> <li>• Writer’s unique perspective is expressed and is clear.</li> <li>• Main points are clear.</li> <li>• Detail sufficient to provide basic understanding of main points.</li> <li>• Writer’s voice is appropriate but does not enhance the meaning or mood of the response.</li> </ul>	<ul style="list-style-type: none"> <li>• Question not addressed or not fully addressed.</li> <li>• Writer’s unique perspective is expressed, but is not clear.</li> <li>• Main points are attempted, but necessary detail is not present.</li> <li>• Response does not express the writer’s feelings on the issue.</li> <li>• Writer’s voice is generic or inappropriate.</li> </ul>

**8<sup>th</sup> Grade Expository Essay Scoring Guide/Rubric (used in W08\_3.2.3a)**

	<b>Advanced</b>	<b>Proficient</b>	<b>Below Proficient</b>
<b>Main Idea: Introductory Paragraph &amp; Thesis Statement</b>	<ul style="list-style-type: none"> <li>• Introductory paragraph is engaging, clear and narrows the topic.</li> <li>• Thesis statement clearly previews the body and the sequencing of the essay.</li> </ul>	<ul style="list-style-type: none"> <li>• Introductory paragraph is clear and narrows the topic.</li> <li>• Thesis statement previews the body and sequence of the essay.</li> </ul>	<ul style="list-style-type: none"> <li>• Introductory paragraph is evident but fails to narrow the topic.</li> <li>• Thesis statement is evident but is confusing and/or doesn't preview the body and sequence of the essay.</li> </ul>
<b>Main Idea: Body Paragraphs &amp; Supporting Details</b>	<ul style="list-style-type: none"> <li>• Each body paragraph contains one main point previewed by the thesis. Supporting details are convincing, thorough, accurate and relevant.</li> <li>• Assertions are authentic and supported by appropriate evidence.</li> </ul>	<ul style="list-style-type: none"> <li>• Each body paragraph contains one main point previewed by the thesis statement. Supporting details are thorough, accurate and relevant.</li> <li>• Assertions are supported by appropriate evidence.</li> </ul>	<ul style="list-style-type: none"> <li>• Supporting details are accurate and relevant but lack thoroughness.</li> <li>• Assertions are sometimes supported by appropriate evidence.</li> </ul>
<b>Organization: Transitions</b>	<ul style="list-style-type: none"> <li>• Purposeful, effective transitions make links between paragraphs and supporting details very clear and smooth.</li> </ul>	<ul style="list-style-type: none"> <li>• Obvious, adequate transitions make links between paragraphs and supporting details clear and smooth.</li> </ul>	<ul style="list-style-type: none"> <li>• Some lack of or misuse of transitions causes confusion.</li> </ul>
<b>Organization: Concluding Paragraph</b>	<ul style="list-style-type: none"> <li>• Concluding paragraph brings a natural sense of resolution to the essay. It reinforces and supports the thesis statement and the main points from the essay.</li> </ul>	<ul style="list-style-type: none"> <li>• Concluding paragraph adequately ends essay. It reinforces and supports the thesis statement and the main points from the essay.</li> </ul>	<ul style="list-style-type: none"> <li>• Concluding paragraph abruptly ends the essay – it simply restates the thesis statement and the main points or is contrived.</li> </ul>
<b>Sentence Style</b>	<ul style="list-style-type: none"> <li>• Variety in types, length, and beginnings of sentences make essay read smoothly – sound has been considered as well as meaning.</li> <li>• The sentences build upon each other to make sense for the reader.</li> <li>• Fragments are used only for style or effect.</li> </ul>	<ul style="list-style-type: none"> <li>• Some variety in type, length and beginning of sentences.</li> <li>• Most sentences read smoothly – meaning is clear with very few stiff, awkward or choppy sentences.</li> <li>• Fragments are used only for style or effect.</li> </ul>	<ul style="list-style-type: none"> <li>• Many sentences begin the same way and follow the same pattern with little variety.</li> <li>• Phrasing does not sound natural.</li> <li>• Sometimes the reader has to reread for meaning.</li> <li>• Essay may contain many fragments.</li> </ul>
<b>Conventions</b>	<ul style="list-style-type: none"> <li>• Grammar, usage, spelling, and punctuation are correct with few, if any, errors.</li> <li>• Conventions may be manipulated for stylistic effect.</li> </ul>	<ul style="list-style-type: none"> <li>• Problems with grammar, usage, or spelling are not enough to affect meaning.</li> <li>• End punctuation is correct. Internal punctuation is sometimes missing or incorrect.</li> </ul>	<ul style="list-style-type: none"> <li>• Problems with grammar, usage, or spelling are serious enough to sometimes affect meaning.</li> <li>• End punctuation is correct. Internal punctuation is missing or incorrect and may impact meaning.</li> </ul>

**8<sup>th</sup> Grade Rubric for Student Peer Evaluation**  
(used in W08\_3.4.2)

	<b>Advanced</b>	<b>Proficient</b>	<b>Below Proficient</b>
<b>7<sup>th</sup> and 8<sup>th</sup></b>	<ul style="list-style-type: none"> <li>• Evaluator provided at least one comment of praise.</li> <li>• Evaluator identified at least one area for improvement.</li> <li>• Evaluator provided at least one concrete suggestion for getting the paper to the next level.</li> <li>• All comments and suggestions are respectful to the author.</li> <li>• All proofreading marks are legible/understandable.</li> <li>• All suggestions about conventions are accurate.</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluator provided at least one comment of praise.</li> <li>• Evaluator identified at least one area for improvement.</li> <li>• Evaluator provided at least one concrete suggestion for getting the paper to the next level.</li> <li>• All comments and suggestions are respectful to the author.</li> <li>• Most proofreading marks are legible/understandable.</li> <li>• Most suggestions about conventions are accurate.</li> </ul>	<ul style="list-style-type: none"> <li>• Comments are not adequate or specific enough to help author improve the paper.</li> <li>• Evaluator was disrespectful to the author.</li> <li>• Comments and/or proofreading marks are difficult to understand.</li> <li>• Many inaccurate suggestions about conventions.</li> </ul>
<b>9<sup>th</sup> and 10<sup>th</sup></b>	<ul style="list-style-type: none"> <li>• Evaluator gives multiple, specific comments of praise.</li> <li>• Evaluator identified at least one specific area for improvement.</li> <li>• Evaluator provided multiple concrete suggestion for getting the paper to the next level.</li> <li>• All comments and suggestions are respectful to the author.</li> <li>• All proofreading marks are legible/understandable.</li> <li>• All suggestions about conventions are accurate.</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluator provided at least one comment of praise.</li> <li>• Evaluator identified at least one area for improvement.</li> <li>• Evaluator provided at least one concrete suggestion for getting the paper to the next level.</li> <li>• All comments and suggestions are respectful to the author.</li> <li>• All proofreading marks are legible/understandable.</li> <li>• All suggestions about conventions are accurate.</li> </ul>	<ul style="list-style-type: none"> <li>• Comments are not adequate or specific enough to help author improve the paper.</li> <li>• Evaluator was disrespectful to the author.</li> <li>• Comments and/or proofreading marks are difficult to understand.</li> <li>• Many inaccurate suggestions about conventions.</li> </ul>

**8<sup>th</sup> Grade Scoring Guide/Rubric for Voice**  
(used in W08\_3.4.2)

<b>Advanced</b>	<b>Proficient</b>	<b>Below Proficient</b>
<p><b>6 Points</b></p> <ul style="list-style-type: none"> <li>• Language is highly individual.</li> <li>• Reader senses the person behind the words; feels an interaction with the writer.</li> <li>• Tone gives the writing flavor, adds interest.</li> <li>• Language is appropriate for purpose and audience.</li> <li>• Narrative writing seems honest, appealing, heartfelt.</li> <li>• Expository or persuasive writing reflects a strong commitment to the topic; anticipates reader’s questions, shows why the reader should care or want to know more.</li> </ul> <p><b>5 Points</b></p> <ul style="list-style-type: none"> <li>• Reader senses the person behind the words.</li> <li>• There are occasional moments that surprise, amuse, or move the reader.</li> <li>• Tone gives the writing flavor, adds interest.</li> <li>• Language is appropriate for purpose and audience.</li> <li>• Narrative writing seems honest, appealing, heartfelt.</li> <li>• Expository or persuasive writing reflects a strong commitment to the topic.</li> </ul>	<p><b>4 Points</b></p> <ul style="list-style-type: none"> <li>• Writing communicates in an earnest, pleasing manner.</li> <li>• Voice is inconsistent: it may emerge strongly, then retreat behind general, dispassionate language.</li> <li>• Writing hides as much of the writer as it reveals.</li> <li>• Writer seems aware of audience and purpose but often weighs words too carefully or discards personal insights in favor of safe generalities.</li> </ul>	<p><b>3 Points</b></p> <ul style="list-style-type: none"> <li>• Writing communicates but without much style or interest.</li> <li>• Writing hides the writer; the reader has little or no sense of the writer behind the words.</li> <li>• Writer shows some awareness of audience and/ or purpose but is inconsistent.</li> <li>• Writer speaks in a monotone.</li> </ul> <p><b>2 Points</b></p> <ul style="list-style-type: none"> <li>• It is hard to sense the writer behind the words.</li> <li>• The writer does not seem to reach out to an audience or to anticipate the reader’s interests or questions.</li> <li>• Writing may communicate on a functional level but does not move or involve the reader.</li> <li>• Writer does not seem sufficiently at home with the topic to take risks, share personal insights, or make the topic/story personal and real for the reader.</li> </ul> <p><b>1 Point</b></p> <ul style="list-style-type: none"> <li>• The writer seems unaware of an audience or reader; writing seems “painful” to the writer.</li> <li>• Writing may not communicate on a functional level.</li> <li>• Writer seems uncomfortable with the topic.</li> </ul>

**8<sup>th</sup> Grade Scoring Guide/Rubric for Conventions**  
(used in W08\_3.4.2)

<b>Advanced</b>	<b>Proficient</b>	<b>Below Proficient</b>
<p><b>6 Points</b></p> <ul style="list-style-type: none"> <li>• Paragraphing reinforces the organizational structure.</li> <li>• Grammar and usage are correct (few, if any, errors) and contribute to clarity and style.</li> <li>• Punctuation is accurate (few, if any, errors) and guides the reader through the text.</li> <li>• Spelling is generally correct, even of more difficult words.</li> <li>• The writer may manipulate conventions for stylistic effect.</li> </ul> <p><b>5 Points</b></p> <ul style="list-style-type: none"> <li>• Paragraphing reinforces the organizational structure.</li> <li>• Grammar and usage are correct (few, if any, errors) and contribute to clarity and style.</li> <li>• Punctuation is accurate (few, if any, errors).</li> <li>• Spelling is generally correct, even of more difficult words.</li> </ul>	<p><b>4 Points</b></p> <ul style="list-style-type: none"> <li>• Paragraphing is attempted but some paragraphs run together or begin in the wrong place.</li> <li>• Problems with grammar or usage are not serious enough to impede or distort meaning.</li> <li>• End punctuation usually correct; internal punctuation sometimes missing or incorrect.</li> <li>• Spelling is usually correct or reasonably plausible on common words; misspellings do not impede communication.</li> </ul>	<p><b>3 Points</b></p> <ul style="list-style-type: none"> <li>• Paragraphing is attempted but many paragraphs run together or begin in the wrong place.</li> <li>• Problems with grammar or usage may be serious enough to impede or distort meaning in some instances but not overall.</li> <li>• Terminal punctuation is usually correct; internal punctuation is sometimes missing or incorrect and errors may impede or distort meaning in some instances.</li> <li>• Spelling errors may impede or distort meaning in some instances but not overall.</li> </ul> <p><b>2 Points</b></p> <ul style="list-style-type: none"> <li>• Paragraphing is missing, irregular, or so frequent (e.g., every sentence) that it has no relationship to the organizational structure of the text.</li> <li>• Errors in grammar or usage are very noticeable and may affect meaning.</li> <li>• Punctuation is often missing or incorrect.</li> <li>• Spelling errors are frequent, even of common words.</li> <li>• The reader must read once to decode, then again for meaning.</li> </ul> <p><b>1 Point</b></p> <ul style="list-style-type: none"> <li>• Paragraphing is missing, irregular, or so frequent that it has no relationship to the organizational structure of the text.</li> <li>• Errors in grammar or usage are frequent and impede meaning.</li> <li>• Punctuation is often missing or incorrect.</li> <li>• Spelling errors are frequent and impede meaning.</li> <li>• The reader may be unable to decode the writing.</li> </ul>

**8<sup>th</sup> Grade Scoring Guide/Rubric for Ideas and Content**  
(used in W08\_3.4.2)

<b>Advanced</b>	<b>Proficient</b>	<b>Below Proficient</b>
<p><b>6 Points</b></p> <ul style="list-style-type: none"> <li>• Ideas are fresh, original, and/or insightful.</li> <li>• Ideas are based on the writer’s knowledge and/ or experience.</li> <li>• Details are relevant, telling, and contribute to the whole.</li> <li>• Content goes beyond the obvious or predictable.</li> <li>• Topic makes a point or tells a story.</li> </ul> <p><b>5 Points</b></p> <ul style="list-style-type: none"> <li>• Ideas are based on the writer’s knowledge and/ or experience.</li> <li>• Details are relevant, telling, and contribute to the whole.</li> <li>• Topic makes a point or tells a story.</li> <li>• Some ideas are fresh and original.</li> </ul>	<p><b>4 Points</b></p> <ul style="list-style-type: none"> <li>• Topic and direction are evident, but more information is needed to “fill in the blanks.”</li> <li>• Ideas draw on knowledge and/or experience but may not move beyond general observations to specifics.</li> <li>• Details are reasonably clear but may not be detailed, personalized, or expanded.</li> <li>• Supporting details are present but may not “flesh out” the main point or story line.</li> <li>• Original ideas may be blended with ones that are more obvious or predictable.</li> </ul>	<p><b>3 Points</b></p> <ul style="list-style-type: none"> <li>• Topic and direction are evident, but writer may digress and go in a different direction or introduce a different topic.</li> <li>• Ideas may not draw on knowledge and/or experience; may be general observations.</li> <li>• Details are reasonably clear but may not be detailed, personalized, or expanded.</li> <li>• Supporting details are present but may not “flesh out” the main point or story line or may be irrelevant to it.</li> <li>• Original ideas are rare or absent.</li> </ul> <p><b>2 Points</b></p> <ul style="list-style-type: none"> <li>• Topic and direction are not evident; the writer has not defined the topic in a meaningful, personal way.</li> <li>• Information is very limited or unclear.</li> <li>• Text may be repetitious or read like a collection of disconnected, random thoughts.</li> <li>• The writer does not distinguish the main ideas or critical points from the supporting details or less critical points.</li> </ul> <p><b>1 Point</b></p> <ul style="list-style-type: none"> <li>• Topic and direction are missing.</li> <li>• Information is very limited or unclear.</li> <li>• Text may be repetitious, or may read like a collection of disconnected, random thoughts.</li> </ul>

**8<sup>th</sup> Grade Scoring Guide/Rubric for Organization**  
(used in W08\_3.4.2)

<b>Advanced</b>	<b>Proficient</b>	<b>Below Proficient</b>
<p><b>6 Points</b></p> <ul style="list-style-type: none"> <li>• Sequencing of ideas and details is logical and effective.</li> <li>• Introduction is inviting—draws in the reader.</li> <li>• Conclusion is satisfying—leaves reader with a sense of resolution.</li> <li>• Transitions are thoughtful; clearly show how ideas connect.</li> <li>• Organization flows smoothly, seems effortless.</li> </ul> <p><b>5 Points</b></p> <ul style="list-style-type: none"> <li>• Sequencing of ideas and details is logical and effective.</li> <li>• Introduction is inviting—draws in the reader.</li> <li>• Conclusion is satisfying—leaves reader with a sense of resolution.</li> <li>• Transitions are thoughtful; clearly show how ideas connect.</li> <li>• Organization usually flows smoothly.</li> </ul>	<p><b>4 Points</b></p> <ul style="list-style-type: none"> <li>• Sequencing of ideas and details is logical and effective.</li> <li>• Introduction is inviting—draws in the reader.</li> <li>• Conclusion is satisfying—leaves reader with a sense of resolution.</li> <li>• Transitions are thoughtful; clearly show how ideas connect.</li> <li>• Organization usually flows smoothly.</li> </ul>	<p><b>3 Points</b></p> <ul style="list-style-type: none"> <li>• Sequencing is usually logical but there may be lapses or digressions.</li> <li>• There may be an attempt to write an introduction or conclusion but it may not be clearly recognizable as such; a conclusion, in particular, may be absent.</li> <li>• Transitions attempted but do not work well; connections between ideas may be unclear.</li> <li>• There are frequent lapses in pacing.</li> <li>• There is an attempt at organization but it may depart from supporting the main point or story line.</li> </ul> <p><b>2 Points</b></p> <ul style="list-style-type: none"> <li>• Sequencing needs work.</li> <li>• There is no real lead or introduction to set up what follows.</li> <li>• Conclusion is missing or does not wrap things up.</li> <li>• Transitions seldom work well, with many connections between ideas unclear.</li> <li>• Pacing feels awkward; writer slows when the reader wants to move on, and vice versa.</li> <li>• Problems with organization make it hard to grasp the main point or story line.</li> </ul> <p><b>1 Point</b></p> <ul style="list-style-type: none"> <li>• Sequencing is absent.</li> <li>• There is no introduction or conclusion.</li> <li>• Transitions are absent.</li> <li>• Organization is absent; writing may be a brief list.</li> </ul>

**8<sup>th</sup> Grade Scoring Guide/Rubric for Sentence Fluency  
(used in W08\_3.4.2)**

<b>Advanced</b>	<b>Proficient</b>	<b>Below Proficient</b>
<p><b>6 Points</b></p> <ul style="list-style-type: none"> <li>• Sentence construction makes meaning clear.</li> <li>• Sentences are purposeful and build upon each other.</li> <li>• The writing has cadence; the writer has thought about sound as well as meaning.</li> <li>• Sentences vary in length and structure.</li> <li>• Fragments are used only for style or effect.</li> <li>• Dialogue, if used, sounds natural.</li> </ul> <p><b>5 Points</b></p> <ul style="list-style-type: none"> <li>• Sentence construction makes meaning clear.</li> <li>• Sentences are purposeful and build upon each other.</li> <li>• Sentences vary in length and structure.</li> <li>• Fragments are used only for style or effect.</li> <li>• Dialogue, if used, sounds natural.</li> </ul>	<p><b>4 Points</b></p> <ul style="list-style-type: none"> <li>• Sentences are grammatical and hang together.</li> <li>• Some variation in sentence length and structure; sentence beginnings are not all alike.</li> <li>• Some transitions between sentences are missing or hidden.</li> <li>• Parts may be stiff, awkward, choppy, or gangly.</li> <li>• Dialogue, if used, sounds stiff at times.</li> </ul>	<p><b>3 Points</b></p> <ul style="list-style-type: none"> <li>• Sentences are usually grammatical and hang together with some lapses.</li> <li>• Little variation in sentence length and structure; most sentence beginnings are alike.</li> <li>• Many transitions between sentences are missing or hidden.</li> <li>• Fragments may be present.</li> <li>• Dialogue, if used, sounds stiff and unnatural.</li> </ul> <p><b>2 Points</b></p> <ul style="list-style-type: none"> <li>• Sentences are choppy, incomplete, rambling, or awkward; there may be many fragments.</li> <li>• Phrasing does not sound natural; the reader must sometimes reread to get the meaning.</li> <li>• Many sentences begin the same way and follow the same pattern (e.g., subject-verb-object) in a monotonous pattern.</li> <li>• Transitions between sentences are missing or hidden, or endless connectives create a massive jumble of language in which clear beginnings and endings are lost.</li> </ul> <p><b>1 Point</b></p> <ul style="list-style-type: none"> <li>• Sentences are choppy, incomplete, rambling, or awkward; there may be many fragments.</li> <li>• The reader must frequently pause or reread.</li> <li>• Sentences begin the same way and follow the same pattern (e.g., subject-verb-object) in a monotonous pattern.</li> </ul>

**8<sup>th</sup> Grade Scoring Guide/Rubric for Word Choice  
(used in W08\_3.4.2)**

<b>Advanced</b>	<b>Proficient</b>	<b>Below Proficient</b>
<p><b>6 Points</b></p> <ul style="list-style-type: none"> <li>• Words are specific, accurate, striking.</li> <li>• Language is natural, not overdone.</li> <li>• Verbs are lively.</li> <li>• Nouns and modifiers are precise.</li> <li>• Clichés and jargon are used sparingly and only for effect.</li> </ul> <p><b>5 Points</b></p> <ul style="list-style-type: none"> <li>• Words are specific and accurate.</li> <li>• Lively verbs and picturesque words and phrases are occasionally used.</li> <li>• Language is natural, not overdone.</li> <li>• Verbs are lively.</li> <li>• Nouns and modifiers are precise.</li> <li>• Clichés and jargon are used sparingly and only for effect.</li> </ul>	<p><b>4 Points</b></p> <ul style="list-style-type: none"> <li>• Words are mostly correct and adequate but may lack flair and color.</li> <li>• Familiar words and phrases communicate.</li> <li>• Attempts at colorful language are made but some may be overdone.</li> <li>• Clichés and jargon may be used occasionally in place of fresh language.</li> </ul>	<p><b>3 Points</b></p> <ul style="list-style-type: none"> <li>• Words are mostly correct and adequate with some lapses.</li> <li>• Familiar words and phrases communicate with some lapses.</li> <li>• Attempts at colorful language are rare or absent.</li> <li>• Clichés and jargon may be used as a crutch.</li> </ul> <p><b>2 Points</b></p> <ul style="list-style-type: none"> <li>• Language is so vague and general that only the most general message comes through (e.g., It was a fun time. We did lots of neat stuff.).</li> <li>• Persistent redundancy distracts the reader.</li> <li>• Words are often used incorrectly, making the message hard to decipher.</li> <li>• Clichés and jargon frequently serve as a crutch.</li> <li>• Problems with language leave the reader wondering what the writer is trying to say.</li> </ul> <p><b>1 Point</b></p> <ul style="list-style-type: none"> <li>• Language is so vague, inaccurate, and/or general that even the most general message does not come through.</li> <li>• Words are frequently used incorrectly, making the message hard to decipher.</li> <li>• Problems with language leave the reader unable to understand what the writer is trying to say most of the time.</li> </ul>

**8<sup>th</sup> Grade Scoring Guide/Rubric for Sentence Fluency  
(used in W08\_3.4.3a)**

<b>Advanced</b>	<b>Proficient</b>	<b>Below Proficient</b>
<ul style="list-style-type: none"> <li>• Sentence construction makes meaning clear.</li> <li>• Sentences are purposeful and build upon each other.</li> <li>• The writing has cadence; the writer has thought about sound as well as meaning.</li> <li>• Sentences vary in length and structure.</li> <li>• Fragments are used only for style or effect.</li> <li>• Dialogue, if used, sounds natural.</li> </ul>	<ul style="list-style-type: none"> <li>• Sentences are grammatical and hang together.</li> <li>• Some variation in sentence length and structure; sentence beginnings are not all alike.</li> <li>• Some transitions between sentences are missing or hidden.</li> <li>• Parts may be stiff, awkward, choppy, or gangly.</li> <li>• Dialogue, if used, sounds stiff at times.</li> </ul>	<ul style="list-style-type: none"> <li>• Sentences are choppy, incomplete, rambling, or awkward; there may be many fragments.</li> <li>• Phrasing does not sound natural; the reader must sometimes reread to get the meaning.</li> <li>• Many sentences begin the same way and follow the same pattern (e.g., subject-verb-object) in a monotonous pattern.</li> <li>• Transitions between sentences are missing or hidden, or endless connectives create a massive jumble of language in which clear beginnings and endings are lost.</li> </ul>

**8<sup>th</sup> Grade Scoring Guide/Rubric for Sentence Fluency  
(used in W08\_3.4.3a)**

<b>Advanced</b>	<b>Proficient</b>	<b>Below Proficient</b>
<p><b>6 Points</b></p> <ul style="list-style-type: none"> <li>• Sentence construction makes meaning clear.</li> <li>• Sentences are purposeful and build upon each other.</li> <li>• The writing has cadence; the writer has thought about sound as well as meaning.</li> <li>• Sentences vary in length and structure.</li> <li>• Fragments are used only for style or effect.</li> <li>• Dialogue, if used, sounds natural.</li> </ul> <p><b>5 Points</b></p> <ul style="list-style-type: none"> <li>• Sentence construction makes meaning clear.</li> <li>• Sentences are purposeful and build upon each other.</li> <li>• Sentences vary in length and structure.</li> <li>• Fragments are used only for style or effect.</li> <li>• Dialogue, if used, sounds natural.</li> </ul>	<p><b>4 Points</b></p> <ul style="list-style-type: none"> <li>• Sentences are grammatical and hang together.</li> <li>• Some variation in sentence length and structure; sentence beginnings are not all alike.</li> <li>• Some transitions between sentences are missing or hidden.</li> <li>• Parts may be stiff, awkward, choppy, or gangly.</li> <li>• Dialogue, if used, sounds stiff at times.</li> </ul>	<p><b>3 Points</b></p> <ul style="list-style-type: none"> <li>• Sentences are usually grammatical and hang together with some lapses.</li> <li>• Little variation in sentence length and structure; most sentence beginnings are alike.</li> <li>• Many transitions between sentences are missing or hidden.</li> <li>• Fragments may be present.</li> <li>• Dialogue, if used, sounds stiff and unnatural.</li> </ul> <p><b>2 Points</b></p> <ul style="list-style-type: none"> <li>• Sentences are choppy, incomplete, rambling, or awkward; there may be many fragments.</li> <li>• Phrasing does not sound natural; the reader must sometimes reread to get the meaning.</li> <li>• Many sentences begin the same way and follow the same pattern (e.g., subject-verb-object) in a monotonous pattern.</li> <li>• Transitions between sentences are missing or hidden, or endless connectives create a massive jumble of language in which clear beginnings and endings are lost.</li> </ul> <p><b>1 Point</b></p> <ul style="list-style-type: none"> <li>• Sentences are choppy, incomplete, rambling, or awkward; there may be many fragments.</li> <li>• The reader must frequently pause or reread.</li> <li>• Sentences begin the same way and follow the same pattern (e.g., subject-verb-object) in a monotonous pattern.</li> </ul>

**8<sup>th</sup> Grade Scoring Guide/Rubric for Conventions**  
(used in W08\_3.4.3a)

<b>Advanced</b>	<b>Proficient</b>	<b>Below Proficient</b>
<ul style="list-style-type: none"> <li>• Paragraphing reinforces the organizational structure.</li> <li>• Grammar and usage are correct (few, if any, errors) and contribute to clarity and style.</li> <li>• Punctuation is accurate (few, if any, errors) and guides the reader through the text.</li> <li>• Spelling is generally correct, even of more difficult words.</li> <li>• The writer may manipulate conventions for stylistic effect.</li> </ul>	<ul style="list-style-type: none"> <li>• Paragraphing is attempted but some paragraphs run together or begin in the wrong place.</li> <li>• Problems with grammar or usage are not serious enough to impede or distort meaning.</li> <li>• End punctuation usually correct; internal punctuation sometimes missing or incorrect.</li> <li>• Spelling is usually correct or reasonably plausible on common words; misspellings do not impede communication.</li> </ul>	<ul style="list-style-type: none"> <li>• Paragraphing is attempted but many paragraphs run together or begin in the wrong place.</li> <li>• Problems with grammar or usage may be serious enough to impede or distort meaning in some instances but not overall.</li> <li>• Terminal punctuation is usually correct; internal punctuation is sometimes missing or incorrect and errors may impede or distort meaning in some instances.</li> <li>• Spelling errors may impede or distort meaning in some instances but not overall.</li> </ul>

**8<sup>th</sup> Grade Scoring Guide/Rubric for Voice**  
(used in W08\_3.4.5)

<b>Advanced</b>	<b>Proficient</b>	<b>Below Proficient</b>
<ul style="list-style-type: none"> <li>• Language is highly individual.</li> <li>• Reader senses the person behind the words; feels an interaction with the writer.</li> <li>• Tone gives the writing flavor, adds interest.</li> <li>• Language is appropriate for purpose and audience.</li> <li>• Narrative writing seems honest, appealing, heartfelt.</li> <li>• Expository or persuasive writing reflects a strong commitment to the topic; anticipates reader's questions, shows why the reader should care or want to know more.</li> </ul>	<ul style="list-style-type: none"> <li>• Writing communicates in an earnest, pleasing manner.</li> <li>• Voice is inconsistent: it may emerge strongly, then retreat behind general, dispassionate language</li> <li>• Writing hides as much of the writer as it reveals.</li> <li>• Writer seems aware of audience and purpose but often weighs words too carefully or discards personal insights in favor of safe generalities</li> </ul>	<ul style="list-style-type: none"> <li>• Writing communicates but without much style or interest.</li> <li>• Writing hides the writer; the reader has little or no sense of the writer behind the words.</li> <li>• Writer shows some awareness of audience and/ or purpose but is inconsistent.</li> <li>• Writer speaks in a monotone.</li> </ul>

**8<sup>th</sup> Grade Six-Trait Scoring Guide/Rubric for Voice**  
(used in W08\_3.4.5)

<b>Advanced</b>	<b>Proficient</b>	<b>Below Proficient</b>
<p><b>6 Points</b></p> <ul style="list-style-type: none"> <li>• Language is highly individual.</li> <li>• Reader senses the person behind the words; feels an interaction with the writer.</li> <li>• Tone gives the writing flavor, adds interest.</li> <li>• Language is appropriate for purpose and audience.</li> <li>• Narrative writing seems honest, appealing, heartfelt.</li> <li>• Expository or persuasive writing reflects a strong commitment to the topic; anticipates reader’s questions, shows why the reader should care or want to know more.</li> </ul> <p><b>5 Points</b></p> <ul style="list-style-type: none"> <li>• Reader senses the person behind the words.</li> <li>• There are occasional moments that surprise, amuse, or move the reader.</li> <li>• Tone gives the writing flavor, adds interest.</li> <li>• Language is appropriate for purpose and audience.</li> <li>• Narrative writing seems honest, appealing, heartfelt.</li> <li>• Expository or persuasive writing reflects a strong commitment to the topic.</li> </ul>	<p><b>4 Points</b></p> <ul style="list-style-type: none"> <li>• Writing communicates in an earnest, pleasing manner.</li> <li>• Voice is inconsistent: it may emerge strongly, then retreat behind general, dispassionate language.</li> <li>• Writing hides as much of the writer as it reveals.</li> <li>• Writer seems aware of audience and purpose but often weighs words too carefully or discards personal insights in favor of safe generalities.</li> </ul>	<p><b>3 Points</b></p> <ul style="list-style-type: none"> <li>• Writing communicates but without much style or interest.</li> <li>• Writing hides the writer; the reader has little or no sense of the writer behind the words.</li> <li>• Writer shows some awareness of audience and/ or purpose but is inconsistent.</li> <li>• Writer speaks in a monotone.</li> </ul> <p><b>2 Points</b></p> <ul style="list-style-type: none"> <li>• It is hard to sense the writer behind the words.</li> <li>• The writer does not seem to reach out to an audience or to anticipate the reader’s interests or questions.</li> <li>• Writing may communicate on a functional level but does not move or involve the reader.</li> <li>• Writer does not seem sufficiently at home with the topic to take risks, share personal insights, or make the topic/story personal and real for the reader.</li> </ul> <p><b>1 Point</b></p> <ul style="list-style-type: none"> <li>• The writer seems unaware of an audience or reader; writing seems “painful” to the writer.</li> <li>• Writing may not communicate on a functional level.</li> <li>• Writer seems uncomfortable with the topic.</li> </ul>

**8<sup>th</sup> Grade Scoring Guide/Rubric for Word Choice**  
**(used in W08\_3.4.6)**

<b>Advanced</b>	<b>Proficient</b>	<b>Below Proficient</b>
<ul style="list-style-type: none"> <li>• Words are specific, accurate, striking.</li> <li>• Language is natural, not overdone.</li> <li>• Verbs are lively.</li> <li>• Nouns and modifiers are precise.</li> <li>• Clichés and jargon are used sparingly and only for effect.</li> </ul>	<ul style="list-style-type: none"> <li>• Words are mostly correct and adequate but may lack flair and color.</li> <li>• Familiar words and phrases communicate.</li> <li>• Attempts at colorful language are made but some may be overdone.</li> <li>• Clichés and jargon may be used occasionally in place of fresh language.</li> </ul>	<ul style="list-style-type: none"> <li>• Language is so vague, inaccurate, and/or general that even the most general message does not come through.</li> <li>• Words are frequently used incorrectly, making the message hard to decipher.</li> <li>• Problems with language leave the reader unable to understand what the writer is trying to say most of the time.</li> </ul>

**8<sup>th</sup> Grade Six-Trait Scoring Guide/Rubric for Word Choice  
(used in W08\_3.4.6b)**

<b>Advanced</b>	<b>Proficient</b>	<b>Below Proficient</b>
<p><b>6 Points</b></p> <ul style="list-style-type: none"> <li>• Words are specific, accurate, striking.</li> <li>• Language is natural, not overdone.</li> <li>• Verbs are lively.</li> <li>• Nouns and modifiers are precise.</li> <li>• Clichés and jargon are used sparingly and only for effect.</li> </ul> <p><b>5 Points</b></p> <ul style="list-style-type: none"> <li>• Words are specific and accurate.</li> <li>• Lively verbs and picturesque words and phrases are occasionally used.</li> <li>• Language is natural, not overdone.</li> <li>• Verbs are lively.</li> <li>• Nouns and modifiers are precise.</li> <li>• Clichés and jargon are used sparingly and only for effect.</li> </ul>	<p><b>4 Points</b></p> <ul style="list-style-type: none"> <li>• Words are mostly correct and adequate but may lack flair and color.</li> <li>• Familiar words and phrases communicate.</li> <li>• Attempts at colorful language are made but some may be overdone.</li> <li>• Clichés and jargon may be used occasionally in place of fresh language.</li> </ul>	<p><b>3 Points</b></p> <ul style="list-style-type: none"> <li>• Words are mostly correct and adequate with some lapses.</li> <li>• Familiar words and phrases communicate with some lapses.</li> <li>• Attempts at colorful language are rare or absent.</li> <li>• Clichés and jargon may be used as a crutch.</li> </ul> <p><b>2 Points</b></p> <ul style="list-style-type: none"> <li>• Language is so vague and general that only the most general message comes through (e.g., It was a fun time. We did lots of neat stuff.).</li> <li>• Persistent redundancy distracts the reader.</li> <li>• Words are often used incorrectly, making the message hard to decipher.</li> <li>• Clichés and jargon frequently serve as a crutch.</li> <li>• Problems with language leave the reader wondering what the writer is trying to say.</li> </ul> <p><b>1 Point</b></p> <ul style="list-style-type: none"> <li>• Language is so vague, inaccurate, and/or general that even the most general message does not come through.</li> <li>• Words are frequently used incorrectly, making the message hard to decipher.</li> <li>• Problems with language leave the reader unable to understand what the writer is trying to say most of the time.</li> </ul>

**8<sup>th</sup> Grade Scoring Guide/Rubric for Flyer Format  
(used in W08\_3.6.3)**

<b>Advanced</b>	<b>Proficient</b>	<b>Below Proficient</b>
<ul style="list-style-type: none"> <li>• Flyer looks neat on the page, fits on a single page.</li> <li>• Important information catches the eye first.</li> <li>• Information is easy to find – it is not a struggle to find information.</li> <li>• Font is legible and appropriate to the purpose.</li> <li>• Flyer is attractive from a distance.</li> <li>• Word art and/or clip art are used to create a desired effect.</li> </ul>	<ul style="list-style-type: none"> <li>• Flyer looks neat on the page.</li> <li>• Almost all the important information catches the eye first.</li> <li>• It isn't necessary to hunt for important information.</li> <li>• Font is mostly legible and appropriate to the purpose.</li> <li>• Only minor formatting changes are needed.</li> <li>• Flyer is attractive.</li> <li>• Word art and/or clip art are slightly underused, misused, or overused.</li> </ul>	<ul style="list-style-type: none"> <li>• Flyer looks cluttered.</li> <li>• Formatting inconsistent enough to be confusing.</li> <li>• It takes work to find the information.</li> <li>• Format looks unprofessional, is inconsistent, and/or is difficult to read.</li> <li>• Major formatting changes are needed.</li> <li>• Flyer is not attractive. It does not inspire people to read it.</li> <li>• Word art and/or clip art are underused, misused, or overused.</li> </ul>

## 9<sup>th</sup> Grade

### 9<sup>th</sup> Grade Scoring Guide/Rubric for Brochure Format (used in W09\_3.6.3)

Advanced	Proficient	Below Proficient
<ul style="list-style-type: none"> <li>• Brochure looks neat all the way through.</li> <li>• Important information catches the eye first.</li> <li>• Content of the brochure is clearly implied by the cover.</li> <li>• Information is easy to find – it is not a struggle to find information.</li> <li>• All sections of the brochure have a clear and easily identifiable focus.</li> <li>• Font is legible and appropriate to the purpose.</li> <li>• Brochure is attractive.</li> <li>• Word art, shading, borders, and/or clip art are used to create a desired effect.</li> </ul>	<ul style="list-style-type: none"> <li>• Brochure looks neat most of the way through.</li> <li>• Almost all the important information catches the eye first.</li> <li>• Content of the brochure is implied by the cover.</li> <li>• Font is mostly legible and appropriate to the purpose.</li> <li>• Most sections of the brochure have a clear and easily identifiable focus.</li> <li>• Only minor formatting changes are needed.</li> <li>• Brochure is adequately attractive.</li> <li>• Word art, shading, borders and/or clip art mostly enhance the presentation.</li> </ul>	<ul style="list-style-type: none"> <li>• Brochure looks cluttered.</li> <li>• Formatting inconsistent enough to be confusing.</li> <li>• Content of the brochure is not implied by the cover.</li> <li>• It takes work to find the information.</li> <li>• Sections of the brochure are not delineated or focus of sections is not identifiable.</li> <li>• Format looks unprofessional, is inconsistent, and/or is difficult to read.</li> <li>• Major formatting changes are needed.</li> <li>• Brochure is not attractive. It does not inspire people to read it.</li> <li>• Word art, shading, borders and/or clip art are underused, misused, or overused.</li> </ul>

### 9<sup>th</sup> Grade Scoring Guide/Rubric for Using Editing Software (used in W09\_3.6.4)

Advanced	Proficient	Below Proficient
Student is able to use the software to edit the document with accuracy and without help from the teacher.	Student is able to use the software to edit the document with near perfect accuracy. May still need to ask the teacher a minor question or two.	Student is not able to use the software to edit the document independently and/or consistently accepts inappropriate suggestions for changes.

### 9<sup>th</sup> Grade Scoring Guide/Rubric for Word Choice (used in W09\_4.1.1)

Advanced	Proficient	Below Proficient
<ul style="list-style-type: none"> <li>• Words are specific, accurate, striking.</li> <li>• Language is natural, not overdone.</li> <li>• Verbs are lively.</li> <li>• Nouns and modifiers are precise.</li> <li>• Clichés and jargon are used sparingly and only for effect.</li> </ul>	<ul style="list-style-type: none"> <li>• Words are mostly correct and adequate but may lack flair and color.</li> <li>• Familiar words and phrases communicate.</li> <li>• Attempts at colorful language are made but some may be overdone.</li> <li>• Clichés and jargon may be used occasionally in place of fresh language.</li> </ul>	<ul style="list-style-type: none"> <li>• Language is so vague, inaccurate, and/or general that even the most general message does not come through.</li> <li>• Words are frequently used incorrectly, making the message hard to decipher.</li> <li>• Problems with language leave the reader unable to understand what the writer is trying to say most of the time.</li> </ul>

**9<sup>th</sup> Grade Scoring Guide/Rubric for Conventions**  
(used in W09\_4.1.1)

<b>Advanced</b>	<b>Proficient</b>	<b>Below Proficient</b>
<ul style="list-style-type: none"> <li>• Paragraphing reinforces the organizational structure.</li> <li>• Grammar and usage are correct (few, if any, errors) and contribute to clarity and style.</li> <li>• Punctuation is accurate (few, if any, errors).</li> <li>• Spelling is generally correct, even of more difficult words.</li> </ul>	<ul style="list-style-type: none"> <li>• Paragraphing is attempted but some paragraphs run together or begin in the wrong place.</li> <li>• Problems with grammar or usage are not serious enough to impede or distort meaning.</li> <li>• End punctuation usually correct; internal punctuation sometimes missing or incorrect.</li> <li>• Spelling is usually correct or reasonably plausible on common words; misspellings do not impede communication.</li> </ul>	<ul style="list-style-type: none"> <li>• Paragraphing is attempted but many paragraphs run together or begin in the wrong place.</li> <li>• Problems with grammar or usage may be serious enough to impede or distort meaning in some instances but not overall.</li> <li>• Terminal punctuation is usually correct; internal punctuation is sometimes missing or incorrect and errors may impede or distort meaning in some instances.</li> <li>• Spelling errors may impede or distort meaning in some instances but not overall.</li> </ul>

**9<sup>th</sup> Grade Scoring Guide/Rubric for Voice**  
(used in W09\_4.1.2)

<b>Advanced</b>	<b>Proficient</b>	<b>Below Proficient</b>
<ul style="list-style-type: none"> <li>• Language is highly individual.</li> <li>• Reader senses the person behind the words; feels an interaction with the writer.</li> <li>• Tone gives the writing flavor, adds interest.</li> <li>• Language is appropriate for purpose and audience.</li> <li>• Narrative writing seems honest, appealing, heartfelt.</li> <li>• Expository or persuasive writing reflects a strong commitment to the topic; anticipates reader's questions, shows why the reader should care or want to know more.</li> </ul>	<ul style="list-style-type: none"> <li>• Writing communicates in an earnest, pleasing manner.</li> <li>• Voice is inconsistent: it may emerge strongly, then retreat behind general, dispassionate language.</li> <li>• Writing hides as much of the writer as it reveals.</li> <li>• Writer seems aware of audience and purpose but often weighs words too carefully or discards personal insights in favor of safe generalities.</li> </ul>	<ul style="list-style-type: none"> <li>• Writing communicates but without much style or interest.</li> <li>• Writing hides the writer; the reader has little or no sense of the writer behind the words.</li> <li>• Writer shows some awareness of audience and/ or purpose but is inconsistent.</li> <li>• Writer speaks in a monotone.</li> </ul>

**9<sup>th</sup> Grade Six-Trait Scoring Guide/Rubric for Voice**  
(used in W09\_4.1.2)

<b>Advanced</b>	<b>Proficient</b>	<b>Below Proficient</b>
<p><b>6 Points</b></p> <ul style="list-style-type: none"> <li>• Language is highly individual.</li> <li>• Reader senses the person behind the words; feels an interaction with the writer.</li> <li>• Tone gives the writing flavor, adds interest.</li> <li>• Language is appropriate for purpose and audience.</li> <li>• Narrative writing seems honest, appealing, heartfelt.</li> <li>• Expository or persuasive writing reflects a strong commitment to the topic; anticipates reader's questions, shows why the reader should care or want to know more.</li> </ul> <p><b>5 Points</b></p> <ul style="list-style-type: none"> <li>• Reader senses the person behind the words.</li> <li>• There are occasional moments that surprise, amuse, or move the reader.</li> <li>• Tone gives the writing flavor, adds interest.</li> <li>• Language is appropriate for purpose and audience.</li> <li>• Narrative writing seems honest, appealing, heartfelt.</li> <li>• Expository or persuasive writing reflects a strong commitment to the topic.</li> </ul>	<p><b>4 Points</b></p> <ul style="list-style-type: none"> <li>• Writing communicates in an earnest, pleasing manner.</li> <li>• Voice is inconsistent: it may emerge strongly, then retreat behind general, dispassionate language.</li> <li>• Writing hides as much of the writer as it reveals.</li> <li>• Writer seems aware of audience and purpose but often weighs words too carefully or discards personal insights in favor of safe generalities.</li> </ul>	<p><b>3 Points</b></p> <ul style="list-style-type: none"> <li>• Writing communicates but without much style or interest.</li> <li>• Writing hides the writer; the reader has little or no sense of the writer behind the words.</li> <li>• Writer shows some awareness of audience and/ or purpose but is inconsistent.</li> <li>• Writer speaks in a monotone.</li> </ul> <p><b>2 Points</b></p> <ul style="list-style-type: none"> <li>• It is hard to sense the writer behind the words.</li> <li>• The writer does not seem to reach out to an audience or to anticipate the reader's interests or questions.</li> <li>• Writing may communicate on a functional level but does not move or involve the reader.</li> <li>• Writer does not seem sufficiently at home with the topic to take risks, share personal insights, or make the topic/story personal and real for the reader.</li> </ul> <p><b>1 Point</b></p> <ul style="list-style-type: none"> <li>• The writer seems unaware of an audience or reader; writing seems "painful" to the writer.</li> <li>• Writing may not communicate on a functional level.</li> <li>• Writer seems uncomfortable with the topic.</li> </ul>

**9<sup>th</sup> Grade Scoring Guide/Rubric for Ideas and Content**  
**(used in W09\_4.1.3)**

<b>Advanced</b>	<b>Proficient</b>	<b>Below Proficient</b>
<ul style="list-style-type: none"> <li>• Ideas are fresh, original, and/or insightful.</li> <li>• Ideas are based on the writer’s knowledge and/or experience.</li> <li>• Details are relevant, telling, and contribute to the whole.</li> <li>• Content goes beyond the obvious or predictable.</li> <li>• Topic makes a point or tells a story.</li> </ul>	<ul style="list-style-type: none"> <li>• Topic and direction are evident, but more information is needed to “fill in the blanks.”</li> <li>• Ideas draw on knowledge and/or experience but may not move beyond general observations to specifics.</li> <li>• Details are reasonably clear but may not be detailed, personalized, or expanded.</li> <li>• Supporting details are present but may not “flesh out” the main point or story line.</li> <li>• Original ideas may be blended with ones that are more obvious or predictable.</li> </ul>	<ul style="list-style-type: none"> <li>• Topic and direction are evident, but writer may digress and go in a different direction or introduce a different topic.</li> <li>• Ideas may not draw on knowledge and/or experience; may be general observations.</li> <li>• Details are reasonably clear but may not be detailed, personalized, or expanded.</li> <li>• Supporting details are present but may not “flesh out” the main point or story line or may be irrelevant to it.</li> <li>• Original ideas are rare or absent.</li> </ul>

**9<sup>th</sup> Grade Six-Trait Scoring Guide for Ideas and Content**  
**(used in W09\_4.1.3)**

<b>Advanced</b>	<b>Proficient</b>	<b>Below Proficient</b>
<p><b>6 Points</b></p> <ul style="list-style-type: none"> <li>• Ideas are fresh, original, and/or insightful.</li> <li>• Ideas are based on the writer’s knowledge and/or experience.</li> <li>• Details are relevant, telling, and contribute to the whole.</li> <li>• Content goes beyond the obvious or predictable.</li> <li>• Topic makes a point or tells a story.</li> </ul> <p><b>5 Points</b></p> <ul style="list-style-type: none"> <li>• Ideas are based on the writer’s knowledge and/ or experience.</li> <li>• Details are relevant, telling, and contribute to the whole.</li> <li>• Topic makes a point or tells a story.</li> <li>• Some ideas are fresh and original.</li> </ul>	<p><b>4 Points</b></p> <ul style="list-style-type: none"> <li>• Topic and direction are evident, but more information is needed to “fill in the blanks.”</li> <li>• Ideas draw on knowledge and/or experience but may not move beyond general observations to specifics.</li> <li>• Details are reasonably clear but may not be detailed, personalized, or expanded.</li> <li>• Supporting details are present but may not “flesh out” the main point or story line.</li> <li>• Original ideas may be blended with ones that are more obvious or predictable.</li> </ul>	<p><b>3 Points</b></p> <ul style="list-style-type: none"> <li>• Topic and direction are evident, but writer may digress and go in a different direction or introduce a different topic.</li> <li>• Ideas may not draw on knowledge and/or experience; may be general observations.</li> <li>• Details are reasonably clear but may not be detailed, personalized, or expanded.</li> <li>• Supporting details are present but may not “flesh out” the main point or story line or may be irrelevant to it.</li> <li>• Original ideas are rare or absent.</li> </ul> <p><b>2 Points</b></p> <ul style="list-style-type: none"> <li>• Topic and direction are not evident; the writer has not defined the topic in a meaningful, personal way.</li> <li>• Information is very limited or unclear.</li> <li>• Text may be repetitious or read like a collection of disconnected, random thoughts.</li> <li>• The writer does not distinguish the main ideas or critical points from the supporting details or less critical points.</li> </ul> <p><b>1 Point</b></p> <ul style="list-style-type: none"> <li>• Topic and direction are missing.</li> <li>• Information is very limited or unclear.</li> <li>• Text may be repetitious, or may read like a collection of disconnected, random thoughts.</li> </ul>

**9<sup>th</sup> Grade Scoring Guide/Rubric for Organization  
(used in W09\_4.1.3b)**

<b>Advanced</b>	<b>Proficient</b>	<b>Below Proficient</b>
<ul style="list-style-type: none"> <li>• Sequencing of ideas and details is logical and effective.</li> <li>• Introduction is inviting—draws in the reader.</li> <li>• Conclusion is satisfying—leaves reader with a sense of resolution.</li> <li>• Transitions are thoughtful; clearly show how ideas connect.</li> <li>• Organization flows smoothly, seems effortless.</li> </ul>	<ul style="list-style-type: none"> <li>• Writing communicates in an earnest, pleasing manner.</li> <li>• Voice is inconsistent: it may emerge strongly, then retreat behind general, dispassionate language.</li> <li>• Writing hides as much of the writer as it reveals.</li> <li>• Writer seems aware of audience and purpose but often weighs words too carefully or discards personal insights in favor of safe generalities.</li> </ul>	<ul style="list-style-type: none"> <li>• Sequencing needs work.</li> <li>• There is no real lead or introduction to set up what follows.</li> <li>• Conclusion is missing or does not wrap things up.</li> <li>• Transitions seldom work well, with many connections between ideas unclear.</li> <li>• Pacing feels awkward; writer slows when the reader wants to move on, and vice versa.</li> <li>• Problems with organization make it hard to grasp the main point or story line.</li> </ul>

**9<sup>th</sup> Grade Scoring Guide/Rubric for Organization  
(used in W09\_4.1.3b)**

<b>Advanced</b>	<b>Proficient</b>	<b>Below Proficient</b>
<p><b>6 Points</b></p> <ul style="list-style-type: none"> <li>• Sequencing of ideas and details is logical and effective.</li> <li>• Introduction is inviting—draws in the reader.</li> <li>• Conclusion is satisfying—leaves reader with a sense of resolution.</li> <li>• Transitions are thoughtful; clearly show how ideas connect.</li> <li>• Organization flows smoothly, seems effortless.</li> </ul> <p><b>5 Points</b></p> <ul style="list-style-type: none"> <li>• Sequencing of ideas and details is logical and effective.</li> <li>• Introduction is inviting—draws in the reader.</li> <li>• Conclusion is satisfying—leaves reader with a sense of resolution.</li> <li>• Transitions are thoughtful; clearly show how ideas connect.</li> <li>• Organization usually flows smoothly.</li> </ul>	<p><b>4 Points</b></p> <ul style="list-style-type: none"> <li>• Sequencing of ideas and details is logical and effective.</li> <li>• Introduction is inviting—draws in the reader.</li> <li>• Conclusion is satisfying—leaves reader with a sense of resolution.</li> <li>• Transitions are thoughtful; clearly show how ideas connect.</li> <li>• Organization usually flows smoothly.</li> </ul>	<p><b>3 Points</b></p> <ul style="list-style-type: none"> <li>• Sequencing is usually logical but there may be lapses or digressions.</li> <li>• There may be an attempt to write an introduction or conclusion but it may not be clearly recognizable as such; a conclusion, in particular, may be absent.</li> <li>• Transitions attempted but do not work well; connections between ideas may be unclear.</li> <li>• There are frequent lapses in pacing.</li> <li>• There is an attempt at organization but it may depart from supporting the main point or story line.</li> </ul> <p><b>2 Points</b></p> <ul style="list-style-type: none"> <li>• Sequencing needs work.</li> <li>• There is no real lead or introduction to set up what follows.</li> <li>• Conclusion is missing or does not wrap things up.</li> <li>• Transitions seldom work well, with many connections between ideas unclear.</li> <li>• Pacing feels awkward; writer slows when the reader wants to move on, and vice versa.</li> <li>• Problems with organization make it hard to grasp the main point or story line.</li> </ul> <p><b>1 Points</b></p> <ul style="list-style-type: none"> <li>• Sequencing is absent.</li> <li>• There is no introduction or conclusion.</li> <li>• Transitions are absent.</li> <li>• Organization is absent; writing may be a brief list.</li> </ul>

## 9<sup>th</sup> Grade Persuasive Essay Scoring Rubric (used in W09\_4.2.2)

Advanced: 90-100

Proficient: 60-89

Not Proficient: 0-59

<b>Thesis</b>	_____ out of 5
<input type="checkbox"/> Thesis statement is present.	
<input type="checkbox"/> Thesis statement is clear.	
<b>Introduction</b>	_____ out of 10
<input type="checkbox"/> Thesis statement is placed logically in the paragraph.	
<input type="checkbox"/> Introduction engages reader's attention.	
<input type="checkbox"/> Introduction prepares readers to hear arguments for thesis.	
<b>Body Paragraph 1</b>	_____ out of 15
<input type="checkbox"/> There is a topic sentence.	
<input type="checkbox"/> The topic sentence is clear.	
<input type="checkbox"/> The topic supports the thesis.	
<input type="checkbox"/> It is adequately clear how the paragraph supports the thesis.	
<input type="checkbox"/> The paragraph sticks to its topic.	
<input type="checkbox"/> There is adequate explanation of the topic.	
<input type="checkbox"/> There is at least one example of the topic.	
<input type="checkbox"/> Order of the sentences is clear and logical.	
<b>Body Paragraph 2</b>	_____ out of 15
<input type="checkbox"/> There is a topic sentence.	
<input type="checkbox"/> The topic sentence is clear.	
<input type="checkbox"/> The topic supports the thesis.	
<input type="checkbox"/> It is adequately clear how the paragraph supports the thesis.	
<input type="checkbox"/> The paragraph sticks to its topic.	
<input type="checkbox"/> There is adequate explanation of the topic.	
<input type="checkbox"/> There is at least one example of the topic.	
<input type="checkbox"/> Order of the sentences is clear and logical.	
<b>Body Paragraph 3</b>	_____ out of 15
<input type="checkbox"/> There is a topic sentence.	
<input type="checkbox"/> The topic sentence is clear.	
<input type="checkbox"/> The topic supports the thesis.	
<input type="checkbox"/> It is adequately clear how the paragraph supports the thesis.	
<input type="checkbox"/> The paragraph sticks to its topic.	
<input type="checkbox"/> There is adequate explanation of the topic.	
<input type="checkbox"/> There is at least one example of the topic.	
<input type="checkbox"/> Order of the sentences is clear and logical.	
<b>Conclusion</b>	_____ out of 10
<input type="checkbox"/> Conclusion makes the paper feel complete and finished.	
<input type="checkbox"/> Conclusion functions to make the main point "stick" in the reader's mind.	
<b>Transitions</b>	_____ out of 10
<input type="checkbox"/> Ideas within a paragraph flow smoothly.	
<input type="checkbox"/> Ideas flow smoothly between one paragraph and the next.	
<b>Overall sentence fluency and conventions</b>	_____ out of 10
<b>Effectiveness/appropriateness of voice and word choice</b>	_____ out of 10
<b>TOTAL SCORE:</b>	_____ <b>out of 100</b>
<b>Comments:</b>	

**7<sup>th</sup> and 8<sup>th</sup> Grade Rubric for Sample A (Journal entries)**  
**(used in W09\_4.2.3)**

<b>Advanced</b>	<b>Proficient</b>	<b>Below Proficient</b>
<ul style="list-style-type: none"> <li>• All parts of the question are thoroughly addressed.</li> <li>• Writer’s unique perspective is expressed clearly.</li> <li>• Writer’s main points are very clear.</li> <li>• Detail gives a clear and thorough understanding of the writer’s main points.</li> <li>• Writer’s voice is appropriate and consistent and helps to convey the meaning and mood of the response.</li> </ul>	<ul style="list-style-type: none"> <li>• All parts of the question are addressed.</li> <li>• Writer’s unique perspective is expressed and is clear.</li> <li>• Main points are clear.</li> <li>• Detail sufficient to provide basic understanding of main points.</li> <li>• Writer’s voice is appropriate but does not enhance the meaning or mood of the response.</li> </ul>	<ul style="list-style-type: none"> <li>• Question not addressed or not fully addressed.</li> <li>• Writer’s unique perspective is expressed, but is not clear.</li> <li>• Main points are attempted, but necessary detail is not present.</li> <li>• Response does not express the writer’s feelings on the issue.</li> <li>• Writer’s voice is generic or inappropriate.</li> </ul>

**9<sup>th</sup> and 10<sup>th</sup> Grade Rubric for Sample A (Journal entries)**  
**(used in W09\_4.2.3)**

<b>Advanced</b>	<b>Proficient</b>	<b>Below Proficient</b>
<ul style="list-style-type: none"> <li>• All parts of the question are thoroughly addressed.</li> <li>• Writer’s unique perspective is expressed clearly.</li> <li>• Writer’s main points are exceptionally clear.</li> <li>• Extensive detail gives a clear and thorough understanding of the writer’s main points.</li> <li>• Writer’s voice is appropriate and consistent and helps to convey the meaning and mood of the response.</li> </ul>	<ul style="list-style-type: none"> <li>• All parts of the question are addressed.</li> <li>• Writer’s unique perspective is expressed and is clear.</li> <li>• Main points are clear</li> <li>• Detail sufficient to provide thorough understanding of main points.</li> <li>• Writer’s voice is appropriate but does not always enhance the meaning or mood of the response.</li> </ul>	<ul style="list-style-type: none"> <li>• Question not addressed or not fully addressed.</li> <li>• Writer’s unique perspective is expressed, but is not clear.</li> <li>• Main points are attempted, but necessary detail is not present.</li> <li>• Response does not express the writer’s feelings on the issue.</li> <li>• Writer’s voice is generic or inappropriate.</li> </ul>

**9<sup>th</sup> Grade Scoring Guide/Rubric for Sentence Fluency  
(used in W09\_4.3.1a)**

<b>Advanced</b>	<b>Proficient</b>	<b>Below Proficient</b>
<ul style="list-style-type: none"> <li>• Sentence construction makes meaning clear.</li> <li>• Sentences are purposeful and build upon each other.</li> <li>• The writing has cadence; the writer has thought about sound as well as meaning.</li> <li>• Sentences vary in length and structure.</li> <li>• Fragments are used only for style or effect.</li> <li>• Dialogue, if used, sounds natural.</li> </ul>	<ul style="list-style-type: none"> <li>• Sentences are grammatical and hang together.</li> <li>• Some variation in sentence length and structure; sentence beginnings are not all alike.</li> <li>• Some transitions between sentences are missing or hidden.</li> <li>• Parts may be stiff, awkward, choppy, or gangly.</li> <li>• Dialogue, if used, sounds stiff at times.</li> </ul>	<ul style="list-style-type: none"> <li>• Sentences are choppy, incomplete, rambling, or awkward; there may be many fragments.</li> <li>• Phrasing does not sound natural; the reader must sometimes reread to get the meaning.</li> <li>• Many sentences begin the same way and follow the same pattern (e.g., subject-verb-object) in a monotonous pattern.</li> <li>• Transitions between sentences are missing or hidden, or endless connectives create a massive jumble of language in which clear beginnings and endings are lost.</li> <li>• Sentences are choppy, incomplete, rambling, or awkward; there may be many fragments.</li> <li>• The reader must frequently pause or reread.</li> <li>• Sentences begin the same way and follow the same pattern (e.g., subject-verb-object) in a monotonous pattern.</li> </ul>

**9<sup>th</sup> Grade Six-Trait Scoring Guide/Rubric for Sentence Fluency  
(used in W09\_4.3.1a)**

<b>Advanced</b>	<b>Proficient</b>	<b>Below Proficient</b>
<p><b>6 Points</b></p> <ul style="list-style-type: none"> <li>• Sentence construction makes meaning clear.</li> <li>• Sentences are purposeful and build upon each other.</li> <li>• The writing has cadence; the writer has thought about sound as well as meaning.</li> <li>• Sentences vary in length and structure.</li> <li>• Fragments are used only for style or effect.</li> <li>• Dialogue, if used, sounds natural.</li> </ul> <p><b>5 Points</b></p> <ul style="list-style-type: none"> <li>• Sentence construction makes meaning clear.</li> <li>• Sentences are purposeful and build upon each other.</li> <li>• Sentences vary in length and structure.</li> <li>• Fragments are used only for style or effect.</li> <li>• Dialogue, if used, sounds natural.</li> </ul>	<p><b>4 Points</b></p> <ul style="list-style-type: none"> <li>• Sentences are grammatical and hang together.</li> <li>• Some variation in sentence length and structure; sentence beginnings are not all alike.</li> <li>• Some transitions between sentences are missing or hidden.</li> <li>• Parts may be stiff, awkward, choppy, or gangly.</li> <li>• Dialogue, if used, sounds stiff at times.</li> </ul>	<p><b>3 Points</b></p> <ul style="list-style-type: none"> <li>• Sentences are usually grammatical and hang together with some lapses.</li> <li>• Little variation in sentence length and structure; most sentence beginnings are alike.</li> <li>• Many transitions between sentences are missing or hidden.</li> <li>• Fragments may be present.</li> <li>• Dialogue, if used, sounds stiff and unnatural.</li> </ul> <p><b>2 Points</b></p> <ul style="list-style-type: none"> <li>• Sentences are choppy, incomplete, rambling, or awkward; there may be many fragments.</li> <li>• Phrasing does not sound natural; the reader must sometimes reread to get the meaning.</li> <li>• Many sentences begin the same way and follow the same pattern (e.g., subject-verb-object) in a monotonous pattern.</li> <li>• Transitions between sentences are missing or hidden, or endless connectives create a massive jumble of language in which clear beginnings and endings are lost.</li> </ul> <p><b>1 Point</b></p> <ul style="list-style-type: none"> <li>• Sentences are choppy, incomplete, rambling, or awkward; there may be many fragments.</li> <li>• The reader must frequently pause or reread.</li> <li>• Sentences begin the same way and follow the same pattern (e.g., subject-verb-object) in a monotonous pattern.</li> </ul>

**Sample Rubric for Student Peer Evaluation**  
(used in W09\_4.4.2)

	<b>Advanced</b>	<b>Proficient</b>	<b>Below Proficient</b>
<b>7<sup>th</sup> and 8<sup>th</sup></b>	<ul style="list-style-type: none"> <li>• Evaluator provided at least one comment of praise.</li> <li>• Evaluator identified at least one area for improvement.</li> <li>• Evaluator provided at least one concrete suggestion for getting the paper to the next level.</li> <li>• All comments and suggestions are respectful to the author.</li> <li>• All proofreading marks are legible/understandable.</li> <li>• All suggestions about conventions are accurate.</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluator provided at least one comment of praise.</li> <li>• Evaluator identified at least one area for improvement.</li> <li>• Evaluator provided at least one concrete suggestion for getting the paper to the next level.</li> <li>• All comments and suggestions are respectful to the author.</li> <li>• Most proofreading marks are legible/understandable.</li> <li>• Most suggestions about conventions are accurate.</li> </ul>	<ul style="list-style-type: none"> <li>• Comments are not adequate or specific enough to help author improve the paper.</li> <li>• Evaluator was disrespectful to the author.</li> <li>• Comments and/or proofreading marks are difficult to understand.</li> <li>• Many inaccurate suggestions about conventions.</li> </ul>
<b>9<sup>th</sup> and 10<sup>th</sup></b>	<ul style="list-style-type: none"> <li>• Evaluator multiple, specific comments of praise.</li> <li>• Evaluator identified at least one specific area for improvement.</li> <li>• Evaluator provided multiple concrete suggestions for getting the paper to the next level.</li> <li>• All comments and suggestions are respectful to the author.</li> <li>• All proofreading marks are legible/understandable.</li> <li>• All suggestions about conventions are accurate.</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluator provided at least one comment of praise.</li> <li>• Evaluator identified at least one area for improvement.</li> <li>• Evaluator provided at least one concrete suggestion for getting the paper to the next level.</li> <li>• All comments and suggestions are respectful to the author.</li> <li>• All proofreading marks are legible/understandable.</li> <li>• All suggestions about conventions are accurate.</li> </ul>	<ul style="list-style-type: none"> <li>• Comments are not adequate or specific enough to help author improve the paper.</li> <li>• Evaluator was disrespectful to the author.</li> <li>• Comments and/or proofreading marks are difficult to understand.</li> <li>• Many inaccurate suggestions about conventions.</li> </ul>

**9<sup>th</sup> Grade Scoring Guide/Rubric for Compound Sentences  
(used in W09\_4.4.3)**

<b>Advanced</b>	<b>Proficient</b>	<b>Below Proficient</b>
<ul style="list-style-type: none"> <li>• Compound/complex examples are correct.</li> <li>• All sentences are punctuated correctly.</li> <li>• All sentences make sense with details provided.</li> <li>• Paragraph is particularly engaging for the reader.</li> </ul>	<ul style="list-style-type: none"> <li>• Compound/complex examples are correct.</li> <li>• All sentences are punctuated correctly.</li> <li>• All sentences make sense with details provided.</li> </ul>	<ul style="list-style-type: none"> <li>• Compound/complex examples are not correct.</li> <li>• Not all sentences are punctuated correctly.</li> <li>• Not all sentences make sense with details provided.</li> </ul>

**9<sup>th</sup> Grade Scoring Guide/Rubric for Sentences  
(used in W09\_4.4.3)**

<b>Advanced</b>	<b>Proficient</b>	<b>Not Proficient</b>	<b>Far Below Proficient</b>
<ul style="list-style-type: none"> <li>• Variety in types, length, and beginnings of sentences make essay read smoothly – sound has been considered as well as meaning.</li> <li>• The sentences build upon each other to make sense for the reader. Fragments are used only for style or effect.</li> </ul>	<ul style="list-style-type: none"> <li>• Some variety in type, length and beginning of sentences. Most sentences read smoothly – meaning is clear with very few stiff, awkward or choppy sentences.</li> <li>• Fragments are used only for style or effect.</li> </ul>	<ul style="list-style-type: none"> <li>• Many sentences begin the same way and follow the same pattern with little variety.</li> <li>• Phrasing does not sound natural.</li> <li>• Sometimes the reader has to reread for meaning.</li> <li>• Essay may contain many fragments.</li> </ul>	<ul style="list-style-type: none"> <li>• Sentences begin the same way and follow the same pattern with no variety.</li> <li>• Sentences sound choppy, incomplete, and awkward.</li> <li>• Meaning is unclear forcing the reader to reread.</li> <li>• Essay contains many fragments.</li> </ul>

### 9<sup>th</sup> Grade Scoring Guide/Rubric for Voice (used in W09\_4.4.5a)

<b>Advanced</b>	<b>Proficient</b>	<b>Below Proficient</b>
<ul style="list-style-type: none"> <li>• Language is highly individual.</li> <li>• Reader senses the person behind the words; feels an interaction with the writer.</li> <li>• Tone gives the writing flavor, adds interest.</li> <li>• Language is appropriate for purpose and audience.</li> <li>• Narrative writing seems honest, appealing, heartfelt.</li> <li>• Expository or persuasive writing reflects a strong commitment to the topic; anticipates reader's questions, shows why the reader should care or want to know more.</li> </ul>	<ul style="list-style-type: none"> <li>• Reader senses the person behind the words.</li> <li>• There are occasional moments that surprise, amuse, or move the reader.</li> <li>• Tone gives the writing flavor, adds interest.</li> <li>• Language is appropriate for purpose and audience.</li> <li>• Narrative writing seems honest, appealing, heartfelt.</li> <li>• Expository or persuasive writing reflects a strong commitment to the topic.</li> </ul>	<ul style="list-style-type: none"> <li>• Writing communicates but without much style or interest.</li> <li>• Writing hides the writer; the reader has little or no sense of the writer behind the words.</li> <li>• Writer shows some awareness of audience and/ or purpose but is inconsistent.</li> <li>• Writer speaks in a monotone.</li> </ul>

### 9<sup>th</sup> Grade Suggested Scoring Guide/Rubric for Word Choice (used in W09\_4.4.6a)

<b>Advanced</b>	<b>Proficient</b>	<b>Below Proficient</b>
<ul style="list-style-type: none"> <li>• Words are specific, accurate, striking.</li> <li>• Language is natural, not overdone.</li> <li>• Verbs are lively.</li> <li>• Nouns and modifiers are precise.</li> <li>• Clichés and jargon are used sparingly and only for effect.</li> </ul>	<ul style="list-style-type: none"> <li>• Words are mostly correct and adequate but may lack flair and color.</li> <li>• Familiar words and phrases communicate.</li> <li>• Attempts at colorful language are made but some may be overdone.</li> <li>• Clichés and jargon may be used occasionally in place of fresh language.</li> </ul>	<ul style="list-style-type: none"> <li>• Language is so vague, inaccurate, and/or general that even the most general message does not come through.</li> <li>• Words are frequently used incorrectly, making the message hard to decipher.</li> <li>• Problems with language leave the reader unable to understand what the writer is trying to say most of the time.</li> </ul>

### 9<sup>th</sup> Grade Scoring Guide/Rubric for Conventions (used in W09\_4.4.6a)

<b>Advanced</b>	<b>Proficient</b>	<b>Below Proficient</b>
<ul style="list-style-type: none"> <li>• Paragraphing reinforces the organizational structure.</li> <li>• Grammar and usage are correct (few, if any, errors) and contribute to clarity and style.</li> <li>• Punctuation is accurate (few, if any, errors) and guides the reader through the text.</li> <li>• Spelling is generally correct, even of more difficult words.</li> <li>• The writer may manipulate conventions for stylistic effect.</li> </ul>	<ul style="list-style-type: none"> <li>• Paragraphing is attempted but some paragraphs run together or begin in the wrong place.</li> <li>• Problems with grammar or usage are not serious enough to impede or distort meaning.</li> <li>• End punctuation usually correct; internal punctuation sometimes missing or incorrect.</li> <li>• Spelling is usually correct or reasonably plausible on common words; misspellings do not impede communication.</li> </ul>	<ul style="list-style-type: none"> <li>• Paragraphing is attempted but many paragraphs run together or begin in the wrong place.</li> <li>• Problems with grammar or usage may be serious enough to impede or distort meaning in some instances but not overall.</li> <li>• Terminal punctuation is usually correct; internal punctuation is sometimes missing or incorrect and errors may impede or distort meaning in some instances.</li> <li>• Spelling errors may impede or distort meaning in some instances but not overall.</li> </ul>

# 10<sup>th</sup> Grade

## 10<sup>th</sup> Grade Scoring Guide/Rubric for Resumes (used in W10\_3.6.3)

	<b>Advanced</b>	<b>Proficient</b>	<b>Below Proficient</b>
<b>Format</b>	<ul style="list-style-type: none"> <li>Resume looks neat on the page, fits on a single page.</li> <li>Formatting is consistent between and within sections.</li> <li>Headings are easy to identify.</li> <li>Font is professional, consistent, and legible.</li> </ul>	<ul style="list-style-type: none"> <li>Resume looks neat on the page.</li> <li>Formatting is almost completely consistent between and within sections.</li> <li>Headings are mostly easy to identify.</li> <li>Font is mostly professional, consistent, and legible.</li> <li>Only minor formatting changes are needed.</li> </ul>	<ul style="list-style-type: none"> <li>Resume looks cluttered.</li> <li>Formatting is inconsistent enough to be confusing.</li> <li>Headings are confusing.</li> <li>Format looks unprofessional, is inconsistent, and/or is difficult to read.</li> <li>Major formatting changes are needed.</li> </ul>
<b>Organization</b>	<ul style="list-style-type: none"> <li>Information is sorted into clear, familiar categories.</li> <li>All information is placed into an appropriate category.</li> <li>Most important/impressive categories are listed first.</li> <li>Dates and places are easy to find.</li> <li>Any piece of information can be found within 3 seconds when scanning.</li> </ul>	<ul style="list-style-type: none"> <li>Information is sorted into categories.</li> <li>Most information is placed in an appropriate category.</li> <li>Some rearranging of categories would help the resume.</li> <li>Dates and places can be found without too much searching.</li> <li>Any piece of information can be found within 5 seconds when scanning.</li> </ul>	<ul style="list-style-type: none"> <li>Information seems to be placed randomly on the page.</li> <li>Major rearranging is needed.</li> <li>Dates and places are missing or very difficult to find.</li> <li>A reader has to read the entire resume carefully to find most pieces of information.</li> </ul>
<b>Word Choice</b>	<ul style="list-style-type: none"> <li>Descriptions of experience begin with action verbs.</li> <li>All wording is professional and appropriate.</li> <li>Enough description is given without being too wordy.</li> </ul>	<ul style="list-style-type: none"> <li>Descriptions of experience are clear and dynamic.</li> <li>Most wording is professional and appropriate.</li> <li>Adequate description is present.</li> </ul>	<ul style="list-style-type: none"> <li>Descriptions are missing or confusing.</li> <li>Wording is not professional and/or not appropriate.</li> <li>Much description is missing.</li> </ul>
<b>Content</b>	<ul style="list-style-type: none"> <li>Relevant information is included.</li> <li>Irrelevant information is not included.</li> <li>Resume leaves reader with a positive impression.</li> <li>Skills and experience prove competence.</li> </ul>	<ul style="list-style-type: none"> <li>Relevant information is included.</li> <li>Most irrelevant information is not included.</li> <li>Resume leaves reader with a positive impression.</li> <li>Skills and experience suggest competence.</li> </ul>	<ul style="list-style-type: none"> <li>Some very important information is missing.</li> <li>Many incidents of irrelevant information.</li> <li>Resume leaves reader with poor impression.</li> <li>Skills and experience don't suggest competence.</li> </ul>
<b>Conventions</b>	<ul style="list-style-type: none"> <li>There are NO errors in grammar, usage, or spelling.</li> </ul>	<ul style="list-style-type: none"> <li>Only one or two minor errors in grammar, usage, or spelling.</li> </ul>	<ul style="list-style-type: none"> <li>Many and/or glaring errors in grammar, usage, or spelling.</li> </ul>

**10<sup>th</sup> Grade Scoring Guide/Rubric for Software Use**  
(used in W10\_3.6.4)

<b>Advanced</b>	<b>Proficient</b>	<b>Below Proficient</b>
Student is able to use the software to edit the document with accuracy and without help from the teacher.	Student is able to use the software to edit the document with near perfect accuracy. May still need to ask the teacher a minor question or two.	Student is not able to use the software to edit the document independently and/or consistently accepts inappropriate suggestions for changes.

**10<sup>th</sup> Grade Scoring Guide/Rubric for Word Choice**  
(used in W10\_4.1.1)

<b>Advanced</b>	<b>Proficient</b>	<b>Below Proficient</b>
<ul style="list-style-type: none"> <li>• Words are specific, accurate, striking.</li> <li>• Language is natural, not overdone.</li> <li>• Verbs are lively.</li> <li>• Nouns and modifiers are precise.</li> <li>• Clichés and jargon are used sparingly and only for effect.</li> </ul>	<ul style="list-style-type: none"> <li>• Words are mostly correct and adequate but may lack flair and color.</li> <li>• Familiar words and phrases communicate.</li> <li>• Attempts at colorful language are made but some may be overdone.</li> <li>• Clichés and jargon may be used occasionally in place of fresh language.</li> </ul>	<ul style="list-style-type: none"> <li>• Language is so vague, inaccurate, and/or general that even the most general message does not come through.</li> <li>• Words are frequently used incorrectly, making the message hard to decipher.</li> <li>• Problems with language leave the reader unable to understand what the writer is trying to say most of the time.</li> </ul>

**10<sup>th</sup> Grade Scoring Guide/Rubric for Conventions**  
(used in W10\_4.1.1)

<b>Advanced</b>	<b>Proficient</b>	<b>Below Proficient</b>
<ul style="list-style-type: none"> <li>• Paragraphing reinforces the organizational structure.</li> <li>• Grammar and usage are correct (few, if any, errors) and contribute to clarity and style.</li> <li>• Punctuation is accurate (few, if any, errors) and guides the reader through the text.</li> <li>• Spelling is generally correct, even of more difficult words.</li> <li>• The writer may manipulate conventions for stylistic effect.</li> </ul>	<ul style="list-style-type: none"> <li>• Paragraphing is attempted but some paragraphs run together or begin in the wrong place.</li> <li>• Problems with grammar or usage are not serious enough to impede or distort meaning.</li> <li>• End punctuation usually correct; internal punctuation sometimes missing or incorrect.</li> <li>• Spelling is usually correct or reasonably plausible on common words; misspellings do not impede communication.</li> </ul>	<ul style="list-style-type: none"> <li>• Paragraphing is attempted but many paragraphs run together or begin in the wrong place.</li> <li>• Problems with grammar or usage may be serious enough to impede or distort meaning in some instances but not overall.</li> <li>• Terminal punctuation is usually correct; internal punctuation is sometimes missing or incorrect and errors may impede or distort meaning in some instances.</li> <li>• Spelling errors may impede or distort meaning in some instances but not overall.</li> </ul>

**10<sup>th</sup> Grade Scoring Guide/Rubric for Ideas and Content  
(used in W10\_4.1.1b)**

<b>Advanced</b>	<b>Proficient</b>	<b>Below Proficient</b>
<ul style="list-style-type: none"> <li>• Ideas are fresh, original, and/or insightful.</li> <li>• Ideas are based on the writer’s knowledge and/ or experience.</li> <li>• Details are relevant, telling, and contribute to the whole.</li> <li>• Content goes beyond the obvious or predictable.</li> <li>• Topic makes a point or tells a story.</li> </ul>	<ul style="list-style-type: none"> <li>• Topic and direction are evident, but more information is needed to “fill in the blanks.”</li> <li>• Ideas draw on knowledge and/or experience but may not move beyond general observations to specifics.</li> <li>• Details are reasonably clear but may not be detailed, personalized, or expanded.</li> <li>• Supporting details are present but may not “flesh out” the main point or story line.</li> <li>• Original ideas may be blended with ones that are more obvious or predictable.</li> </ul>	<ul style="list-style-type: none"> <li>• Topic and direction are evident, but writer may digress and go in a different direction or introduce a different topic.</li> <li>• Ideas may not draw on knowledge and/or experience; may be general observations.</li> <li>• Details are reasonably clear but may not be detailed, personalized, or expanded.</li> <li>• Supporting details are present but may not “flesh out” the main point or story line or may be irrelevant to it.</li> <li>• Original ideas are rare or absent.</li> </ul>

**10<sup>th</sup> Grade Six-Trait Scoring Guide/Rubric for Ideas and Content  
(used in W10\_4.1.1b)**

<b>Advanced</b>	<b>Proficient</b>	<b>Below Proficient</b>
<p><b>6 Points</b></p> <ul style="list-style-type: none"> <li>• Ideas are fresh, original, and/or insightful.</li> <li>• Ideas are based on the writer’s knowledge and/ or experience.</li> <li>• Details are relevant, telling, and contribute to the whole.</li> <li>• Content goes beyond the obvious or predictable.</li> <li>• Topic makes a point or tells a story.</li> </ul> <p><b>5 Points</b></p> <ul style="list-style-type: none"> <li>• Ideas are based on the writer’s knowledge and/ or experience.</li> <li>• Details are relevant, telling, and contribute to the whole.</li> <li>• Topic makes a point or tells a story.</li> <li>• Some ideas are fresh and original.</li> </ul>	<p><b>4 Points</b></p> <ul style="list-style-type: none"> <li>• Topic and direction are evident, but more information is needed to “fill in the blanks.”</li> <li>• Ideas draw on knowledge and/or experience but may not move beyond general observations to specifics.</li> <li>• Details are reasonably clear but may not be detailed, personalized, or expanded.</li> <li>• Supporting details are present but may not “flesh out” the main point or story line.</li> <li>• Original ideas may be blended with ones that are more obvious or predictable.</li> </ul>	<p><b>3 Points</b></p> <ul style="list-style-type: none"> <li>• Topic and direction are evident, but writer may digress and go in a different direction or introduce a different topic.</li> <li>• Ideas may not draw on knowledge and/or experience; may be general observations.</li> <li>• Details are reasonably clear but may not be detailed, personalized, or expanded.</li> <li>• Supporting details are present but may not “flesh out” the main point or story line or may be irrelevant to it.</li> <li>• Original ideas are rare or absent.</li> </ul> <p><b>2 Points</b></p> <ul style="list-style-type: none"> <li>• Topic and direction are not evident; the writer has not defined the topic in a meaningful, personal way.</li> <li>• Information is very limited or unclear.</li> <li>• Text may be repetitious or read like a collection of disconnected, random thoughts.</li> <li>• The writer does not distinguish the main ideas or critical points from the supporting details or less critical points.</li> </ul> <p><b>1 Point</b></p> <ul style="list-style-type: none"> <li>• Topic and direction are missing.</li> <li>• Information is very limited or unclear.</li> <li>• Text may be repetitious, or may read like a collection of disconnected, random thoughts.</li> </ul>

**10<sup>th</sup> Grade Scoring Guide/Rubric for Conventions**  
(used in W10\_4.1.1b)

<b>Advanced</b>	<b>Proficient</b>	<b>Below Proficient</b>
<ul style="list-style-type: none"> <li>• Paragraphing reinforces the organizational structure.</li> <li>• Grammar and usage are correct (few, if any, errors) and contribute to clarity and style.</li> <li>• Punctuation is accurate (few, if any, errors) and guides the reader through the text.</li> <li>• Spelling is generally correct, even of more difficult words.</li> <li>• The writer may manipulate conventions for stylistic effect.</li> </ul>	<ul style="list-style-type: none"> <li>• Paragraphing is attempted but some paragraphs run together or begin in the wrong place.</li> <li>• Problems with grammar or usage are not serious, enough to impede or distort meaning</li> <li>• End punctuation usually correct; internal punctuation sometimes missing or incorrect.</li> <li>• Spelling is usually correct or reasonably plausible on common words; misspellings do not impede communication.</li> </ul>	<ul style="list-style-type: none"> <li>• Paragraphing is attempted but many paragraphs run together or begin in the wrong place.</li> <li>• Problems with grammar or usage may be serious enough to impede or distort meaning in some instances but not overall.</li> <li>• Terminal punctuation is usually correct; internal punctuation is sometimes missing or incorrect and errors may impede or distort meaning in some instances.</li> <li>• Spelling errors may impede or distort meaning in some instances but not overall.</li> </ul>

**10<sup>th</sup> Grade Scoring Guide/Rubric for Organization**  
(used in W10\_4.1.1c)

<b>Advanced</b>	<b>Proficient</b>	<b>Below Proficient</b>
<ul style="list-style-type: none"> <li>• Sequencing of ideas and details is logical and effective.</li> <li>• Introduction is inviting—draws in the reader.</li> <li>• Conclusion is satisfying—leaves reader with a sense of resolution.</li> <li>• Transitions are thoughtful; clearly show how ideas connect.</li> <li>• Organization flows smoothly, seems effortless.</li> </ul>	<ul style="list-style-type: none"> <li>• Writing communicates in an earnest, pleasing manner.</li> <li>• Voice is inconsistent: it may emerge strongly, then retreat behind general, dispassionate language.</li> <li>• Writing hides as much of the writer as it reveals.</li> <li>• Writer seems aware of audience and purpose but often weighs words too carefully or discards personal insights in favor of safe generalities.</li> </ul>	<ul style="list-style-type: none"> <li>• Sequencing needs work.</li> <li>• There is no real lead or introduction to set up what follows.</li> <li>• Conclusion is missing or does not wrap things up.</li> <li>• Transitions seldom work well, with many connections between ideas unclear.</li> <li>• Pacing feels awkward; writer slows when the reader wants to move on, and vice versa.</li> <li>• Problems with organization make it hard to grasp the main point or story line.</li> </ul>

**10<sup>th</sup> Grade Scoring Guide/Rubric for Conventions**  
(used in W10\_4.1.1c)

<b>Advanced</b>	<b>Proficient</b>	<b>Below Proficient</b>
<ul style="list-style-type: none"> <li>• Paragraphing reinforces the organizational structure.</li> <li>• Grammar and usage are correct (few, if any, errors) and contribute to clarity and style.</li> <li>• Punctuation is accurate (few, if any, errors) and guides the reader through the text.</li> <li>• Spelling is generally correct, even of more difficult words.</li> <li>• The writer may manipulate conventions for stylistic effect.</li> </ul>	<ul style="list-style-type: none"> <li>• Paragraphing is attempted but some paragraphs run together or begin in the wrong place.</li> <li>• Problems with grammar or usage are not serious enough to impede or distort meaning.</li> <li>• End punctuation usually correct; internal punctuation sometimes missing or incorrect.</li> <li>• Spelling is usually correct or reasonably plausible on common words; misspellings do not impede communication.</li> </ul>	<ul style="list-style-type: none"> <li>• Paragraphing is attempted but many paragraphs run together or begin in the wrong place.</li> <li>• Problems with grammar or usage may be serious enough to impede or distort meaning in some instances but not overall.</li> <li>• Terminal punctuation is usually correct; internal punctuation is sometimes missing or incorrect and errors may impede or distort meaning in some instances.</li> <li>• Spelling errors may impede or distort meaning in some instances but not overall.</li> </ul>

**10<sup>th</sup> Grade Scoring Guide/Rubric for Voice**  
(used in W10\_4.1.1d)

<b>Advanced</b>	<b>Proficient</b>	<b>Below Proficient</b>
<ul style="list-style-type: none"> <li>• Language is highly individual.</li> <li>• Reader senses the person behind the words; feels an interaction with the writer.</li> <li>• Tone gives the writing flavor, adds interest.</li> <li>• Language is appropriate for purpose and audience.</li> <li>• Narrative writing seems honest, appealing, heartfelt.</li> <li>• Expository or persuasive writing reflects a strong commitment to the topic; anticipates reader's questions, shows why the reader should care or want to know more.</li> </ul>	<ul style="list-style-type: none"> <li>• Writing communicates in an earnest, pleasing manner.</li> <li>• Voice is inconsistent: it may emerge strongly, then retreat behind general, dispassionate language.</li> <li>• Writing hides as much of the writer as it reveals.</li> <li>• Writer seems aware of audience and purpose but often weighs words too carefully or discards personal insights in favor of safe generalities.</li> <li>• Original ideas may be blended with ones that are more obvious or predictable.</li> </ul>	<ul style="list-style-type: none"> <li>• It is hard to sense the writer behind the words.</li> <li>• The writer does not seem to reach out to an audience or to anticipate the reader's interests or questions.</li> <li>• Writing may communicate on a functional level but does not move or involve the reader.</li> <li>• Writer does not seem sufficiently at home with the topic to take risks, share personal insights, or make the topic/story personal and real for the reader.</li> </ul>

**10<sup>th</sup> Grade Scoring Guide/Rubric for Conventions**  
(used in W10\_4.1.1d)

<b>Advanced</b>	<b>Proficient</b>	<b>Below Proficient</b>
<ul style="list-style-type: none"> <li>• Paragraphing reinforces the organizational structure.</li> <li>• Grammar and usage are correct (few, if any, errors) and contribute to clarity and style.</li> <li>• Punctuation is accurate (few, if any, errors) and guides the reader through the text.</li> <li>• Spelling is generally correct, even of more difficult words.</li> <li>• The writer may manipulate conventions for stylistic effect.</li> </ul>	<ul style="list-style-type: none"> <li>• Paragraphing is attempted but some paragraphs run together or begin in the wrong place.</li> <li>• Problems with grammar or usage are not serious enough to impede or distort meaning.</li> <li>• End punctuation usually correct; internal punctuation sometimes missing or incorrect.</li> <li>• Spelling is usually correct or reasonably plausible on common words; misspellings do not impede communication.</li> </ul>	<ul style="list-style-type: none"> <li>• Paragraphing is attempted but many paragraphs run together or begin in the wrong place.</li> <li>• Problems with grammar or usage may be serious enough to impede or distort meaning in some instances but not overall.</li> <li>• Terminal punctuation is usually correct; internal punctuation is sometimes missing or incorrect and errors may impede or distort meaning in some instances.</li> <li>• Spelling errors may impede or distort meaning in some instances but not overall.</li> </ul>

**10<sup>th</sup> Grade Scoring Guide/Rubric for Voice**  
(used in W10\_4.1.2)

<b>Advanced</b>	<b>Proficient</b>	<b>Below Proficient</b>
<ul style="list-style-type: none"> <li>• Language is highly individual.</li> <li>• Reader senses the person behind the words; feels an interaction with the writer.</li> <li>• Tone gives the writing flavor, adds interest.</li> <li>• Language is appropriate for purpose and audience.</li> <li>• Narrative writing seems honest, appealing, heartfelt.</li> <li>• Expository or persuasive writing reflects a strong commitment to the topic; anticipates reader's questions, shows why the reader should care or want to know more.</li> </ul>	<ul style="list-style-type: none"> <li>• Writing communicates in an earnest, pleasing manner.</li> <li>• Voice is inconsistent: it may emerge strongly, then retreat behind general, dispassionate language.</li> <li>• Writing hides as much of the writer as it reveals.</li> <li>• Writer seems aware of audience and purpose but often weighs words too carefully or discards personal insights in favor of safe generalities.</li> </ul>	<ul style="list-style-type: none"> <li>• Writing communicates but without much style or interest.</li> <li>• Writing hides the writer; the reader has little or no sense of the writer behind the words.</li> <li>• Writer shows some awareness of audience and/or purpose but is inconsistent.</li> <li>• Writer speaks in a monotone.</li> </ul>

**10<sup>th</sup> Grade Six-Trait Scoring Guide/Rubric for Voice**  
(used in W10\_4.1.2)

<b>Advanced</b>	<b>Proficient</b>	<b>Below Proficient</b>
<p><b>6 Points</b></p> <ul style="list-style-type: none"> <li>• Language is highly individual.</li> <li>• Reader senses the person behind the words; feels an interaction with the writer.</li> <li>• Tone gives the writing flavor, adds interest.</li> <li>• Language is appropriate for purpose and audience.</li> <li>• Narrative writing seems honest, appealing, heartfelt.</li> <li>• Expository or persuasive writing reflects a strong commitment to the topic; anticipates reader’s questions, shows why the reader should care or want to know more.</li> </ul> <p><b>5 Points</b></p> <ul style="list-style-type: none"> <li>• Reader senses the person behind the words.</li> <li>• There are occasional moments that surprise, amuse, or move the reader.</li> <li>• Tone gives the writing flavor, adds interest.</li> <li>• Language is appropriate for purpose and audience.</li> <li>• Narrative writing seems honest, appealing, heartfelt.</li> <li>• Expository or persuasive writing reflects a strong commitment to the topic.</li> </ul>	<p><b>4 Points</b></p> <ul style="list-style-type: none"> <li>• Writing communicates in an earnest, pleasing manner.</li> <li>• Voice is inconsistent: it may emerge strongly, then retreat behind general, dispassionate language.</li> <li>• Writing hides as much of the writer as it reveals.</li> <li>• Writer seems aware of audience and purpose but often weighs words too carefully or discards personal insights in favor of safe generalities.</li> </ul>	<p><b>3 Points</b></p> <ul style="list-style-type: none"> <li>• Writing communicates but without much style or interest.</li> <li>• Writing hides the writer; the reader has little or no sense of the writer behind the words.</li> <li>• Writer shows some awareness of audience and/ or purpose but is inconsistent.</li> <li>• Writer speaks in a monotone.</li> </ul> <p><b>2 Points</b></p> <ul style="list-style-type: none"> <li>• It is hard to sense the writer behind the words.</li> <li>• The writer does not seem to reach out to an audience or to anticipate the reader’s interests or questions.</li> <li>• Writing may communicate on a functional level but does not move or involve the reader.</li> <li>• Writer does not seem sufficiently at home with the topic to take risks, share personal insights, or make the topic/story personal and real for the reader.</li> </ul> <p><b>1 Point</b></p> <ul style="list-style-type: none"> <li>• The writer seems unaware of an audience or reader; writing seems “painful” to the writer.</li> <li>• Writing may not communicate on a functional level.</li> <li>• Writer seems uncomfortable with the topic.</li> </ul>

**10<sup>th</sup> Grade Scoring Guide/Rubric for Ideas and Content**  
(used in W10\_4.1.3)

<b>Advanced</b>	<b>Proficient</b>	<b>Below Proficient</b>
<ul style="list-style-type: none"> <li>• Ideas are fresh, original, and/or insightful.</li> <li>• Ideas are based on the writer’s knowledge and/ or experience.</li> <li>• Details are relevant, telling, and contribute to the whole.</li> <li>• Content goes beyond the obvious or predictable.</li> <li>• Topic makes a point or tells a story.</li> </ul>	<ul style="list-style-type: none"> <li>• Topic and direction are evident, but more information is needed to “fill in the blanks.”</li> <li>• Ideas draw on knowledge and/or experience but may not move beyond general observations to specifics.</li> <li>• Details are reasonably clear but may not be detailed, personalized, or expanded.</li> <li>• Supporting details are present but may not “flesh out” the main point or story line.</li> <li>• Original ideas may be blended with ones that are more obvious or predictable.</li> </ul>	<ul style="list-style-type: none"> <li>• Topic and direction are evident, but writer may digress and go in a different direction or introduce a different topic.</li> <li>• Ideas may not draw on knowledge and/or experience; may be general observations.</li> <li>• Details are reasonably clear but may not be detailed, personalized, or expanded.</li> <li>• Supporting details are present but may not “flesh out” the main point or story line or may be irrelevant to it.</li> <li>• Original ideas are rare or absent.</li> </ul>

**10<sup>th</sup> Grade Scoring Guide/Rubric for Organization**  
(used in W10\_4.1.3b)

<b>Advanced</b>	<b>Proficient</b>	<b>Below Proficient</b>
<ul style="list-style-type: none"> <li>• Sequencing of ideas and details is logical and effective.</li> <li>• Introduction is inviting—draws in the reader.</li> <li>• Conclusion is satisfying—leaves reader with a sense of resolution.</li> <li>• Transitions are thoughtful; clearly show how ideas connect.</li> <li>• Organization flows smoothly, seems effortless.</li> </ul>	<ul style="list-style-type: none"> <li>• Sequencing of ideas and details is logical and effective.</li> <li>• Introduction is inviting—draws in the reader.</li> <li>• Conclusion is satisfying—leaves reader with a sense of resolution.</li> <li>• Transitions are thoughtful; clearly show how ideas connect.</li> <li>• Organization usually flows smoothly.</li> </ul>	<ul style="list-style-type: none"> <li>• Sequencing is usually logical but there may be lapses or digressions.</li> <li>• There may be an attempt to write an introduction or conclusion but it may not be clearly recognizable as such; a conclusion, in particular, may be absent.</li> <li>• Transitions attempted but they do not work well; connections between ideas may be unclear.</li> <li>• There are frequent lapses in pacing.</li> <li>• There is an attempt at organization but it may depart from supporting the main point or story line.</li> </ul>

**Rubric for Sample A (Journal entries) for 7<sup>th</sup> and 8<sup>th</sup> grades  
(used in W10\_4.2.3)**

<b>Advanced</b>	<b>Proficient</b>	<b>Below Proficient</b>
<ul style="list-style-type: none"> <li>• All parts of the question are thoroughly addressed.</li> <li>• Writer’s unique perspective is expressed clearly.</li> <li>• Writer’s main points are very clear.</li> <li>• Detail gives a clear and thorough understanding of the writer’s main points.</li> <li>• Writer’s voice is appropriate and consistent and helps to convey the meaning and mood of the response.</li> </ul>	<ul style="list-style-type: none"> <li>• All parts of the question are addressed.</li> <li>• Writer’s unique perspective is expressed and is clear.</li> <li>• Main points are clear.</li> <li>• Detail sufficient to provide basic understanding of main points.</li> <li>• Writer’s voice is appropriate but does not enhance the meaning or mood of the response.</li> </ul>	<ul style="list-style-type: none"> <li>• Question not addressed or not fully addressed.</li> <li>• Writer’s unique perspective is expressed, but is not clear.</li> <li>• Main points are attempted, but necessary detail is not present.</li> <li>• Response does not express the writer’s feelings on the issue.</li> <li>• Writer’s voice is generic or inappropriate.</li> </ul>

**Rubric for Sample A (Journal entries) for 9<sup>th</sup> and 10<sup>th</sup> grades  
(used in W10\_4.2.3)**

<b>Advanced</b>	<b>Proficient</b>	<b>Below Proficient</b>
<ul style="list-style-type: none"> <li>• All parts of the question are thoroughly addressed.</li> <li>• Writer’s unique perspective is expressed clearly.</li> <li>• Writer’s main points are exceptionally clear.</li> <li>• Extensive detail gives a clear and thorough understanding of the writer’s main points.</li> <li>• Writer’s voice is appropriate and consistent and helps to convey the meaning and mood of the response.</li> </ul>	<ul style="list-style-type: none"> <li>• All parts of the question are addressed.</li> <li>• Writer’s unique perspective is expressed and is clear.</li> <li>• Main points are clear.</li> <li>• Detail sufficient to provide thorough understanding of main points.</li> <li>• Writer’s voice is appropriate but does not always enhance the meaning or mood of the response.</li> </ul>	<ul style="list-style-type: none"> <li>• Question not addressed or not fully addressed.</li> <li>• Writer’s unique perspective is expressed, but is not clear.</li> <li>• Main points are attempted, but necessary detail is not present.</li> <li>• Response does not express the writer’s feelings on the issue.</li> <li>• Writer’s voice is generic or inappropriate.</li> </ul>

**10<sup>th</sup> Grade Scoring Guide/Rubric for Conventions**  
(used W10\_4.3.1-5)

<b>Advanced</b>	<b>Proficient</b>	<b>Below Proficient</b>
<ul style="list-style-type: none"> <li>• Paragraphing reinforces the organizational structure.</li> <li>• Grammar and usage are correct (few, if any, errors) and contribute to clarity and style.</li> <li>• Punctuation is accurate (few, if any, errors) and guides the reader through the text.</li> <li>• Spelling is generally correct, even of more difficult words.</li> <li>• The writer may manipulate conventions for stylistic effect.</li> </ul>	<ul style="list-style-type: none"> <li>• Paragraphing is attempted but some paragraphs run together or begin in the wrong place.</li> <li>• Problems with grammar or usage are not serious enough to impede or distort meaning.</li> <li>• End punctuation usually correct; internal punctuation sometimes missing or incorrect.</li> <li>• Spelling is usually correct or reasonably plausible on common words; misspellings do not impede communication.</li> </ul>	<ul style="list-style-type: none"> <li>• Paragraphing is attempted but many paragraphs run together or begin in the wrong place.</li> <li>• Problems with grammar or usage may be serious enough to impede or distort meaning in some instances but not overall.</li> <li>• Terminal punctuation is usually correct; internal punctuation is sometimes missing or incorrect and errors may impede or distort meaning in some instances.</li> <li>• Spelling errors may impede or distort meaning in some instances but not overall.</li> </ul>

**Sample Rubric for Student Peer Evaluation**  
(used in W10\_4.4.2)

	<b>Advanced</b>	<b>Proficient</b>	<b>Below Proficient</b>
<b>7<sup>th</sup> and 8<sup>th</sup></b>	<ul style="list-style-type: none"> <li>• Evaluator provided at least one comment of praise.</li> <li>• Evaluator identified at least one area for improvement.</li> <li>• Evaluator provided at least one concrete suggestion for getting the paper to the next level.</li> <li>• All comments and suggestions are respectful to the author.</li> <li>• All proofreading marks are legible/understandable.</li> <li>• All suggestions about conventions are accurate.</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluator provided at least one comment of praise.</li> <li>• Evaluator identified at least one area for improvement.</li> <li>• Evaluator provided at least one concrete suggestion for getting the paper to the next level.</li> <li>• All comments and suggestions are respectful to the author.</li> <li>• Most proofreading marks are legible/understandable.</li> <li>• Most suggestions about conventions are accurate.</li> </ul>	<ul style="list-style-type: none"> <li>• Comments are not adequate or specific enough to help author improve the paper.</li> <li>• Evaluator was disrespectful to the author.</li> <li>• Comments and/or proofreading marks are difficult to understand.</li> <li>• Many inaccurate suggestions about conventions.</li> </ul>
<b>9<sup>th</sup> and 10<sup>th</sup></b>	<ul style="list-style-type: none"> <li>• Evaluator multiple, specific comments of praise.</li> <li>• Evaluator identified at least one specific area for improvement.</li> <li>• Evaluator provided multiple concrete suggestion for getting the paper to the next level.</li> <li>• All comments and suggestions are respectful to the author.</li> <li>• All proofreading marks are legible/understandable.</li> <li>• All suggestions about conventions are accurate.</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluator provided at least one comment of praise.</li> <li>• Evaluator identified at least one area for improvement.</li> <li>• Evaluator provided at least one concrete suggestion for getting the paper to the next level.</li> <li>• All comments and suggestions are respectful to the author.</li> <li>• All proofreading marks are legible/understandable.</li> <li>• All suggestions about conventions are accurate.</li> </ul>	<ul style="list-style-type: none"> <li>• Comments are not adequate or specific enough to help author improve the paper.</li> <li>• Evaluator was disrespectful to the author.</li> <li>• Comments and/or proofreading marks are difficult to understand.</li> <li>• Many inaccurate suggestions about conventions.</li> </ul>

**10<sup>th</sup> Grade Scoring Guide/Rubric for Word Choice**  
**(used in W10\_4.4.6a)**

<b>Advanced</b>	<b>Proficient</b>	<b>Below Proficient</b>
<ul style="list-style-type: none"> <li>• Words are specific, accurate, striking.</li> <li>• Language is natural, not overdone.</li> <li>• Verbs are lively.</li> <li>• Nouns and modifiers are precise.</li> <li>• Clichés and jargon are used sparingly and only for effect.</li> </ul>	<ul style="list-style-type: none"> <li>• Words are mostly correct and adequate but may lack flair and color.</li> <li>• Familiar words and phrases communicate.</li> <li>• Attempts at colorful language are made but some may be overdone.</li> <li>• Clichés and jargon may be used occasionally in place of fresh language.</li> </ul>	<ul style="list-style-type: none"> <li>• Language is so vague, inaccurate, and/or general that even the most general message does not come through.</li> <li>• Words are frequently used incorrectly, making the message hard to decipher.</li> <li>• Problems with language leave the reader unable to understand what the writer is trying to say most of the time.</li> </ul>