**IDEAS**

**Purpose**: Making sure ideas are small and focused; showing, not telling.

**NOVICE:**

* I put my first thoughts on paper.
* You couldn’t call it an essay or story – yet.
* I am still figuring out my topic.

**EMERGING:**

* A reader might have trouble figuring out the main message.
* The story or message isn’t really clear in my mind.
* I just wrote to fill the page.
* I repeat things – or stop when I run out of things to say.
* I bounce from topic to topic – or list thoughts at random.

**DEVELOPING:**

* A reader can guess what my main idea is – or tell what my story is about.
* I know enough to start – then I have to make things up.
* My details are general – things many readers already know.
* My topic feels way too BIG. I can’t cover everything.

**PROFICIENT:**

* A reader can identify my main idea or make sense of my story.
* I have enough information for a first draft but more would help.
* My writing includes a few interesting details. Readers might want more.
* I think I need to narrow my topic a little. I’m trying to cover too much.

**STRONG**

* My main message or story is interesting and easy to understand.
* I share important information – and tell enough to give readers a full picture.
* My paper contains many interesting (not random) ideas.
* I narrowed my topic to give readers an in-depth look at my subject.

**EXEMPLARY:**

* My main message or story is clear and will hold your attention.
* I know this topic inside and out and take readers on a journey of discovery.
* I included intriguing details a reader will notice and remember.
* My writing makes a point – or focuses on a clearly defined message or issue.

**ORGANIZATION**

**Purpose**: Putting things in order that make sense; using a strong lead and conclusion;

connecting ideas with transitions.

**NOVICE:**

* This is just a bunch of ideas tossed together.
* NOTHING goes with anything else. Don’t look for a pattern!
* It’s just random thoughts on a page.
* I don’t know how to begin.
* I don’t know how or when to stop, either.

**EMERGING:**

* This is HARD to follow. I jumped from topic to topic.
* Reorganization is NEEDED! Where is this going? This is like a messy closet!
* There is no main idea.
* Where is the opening? I need a new lead.
* The ending just stops! I need a new conclusion, too!

**DEVELOPING:**

* The information is not always in order – confusing!
* Here and there – it’s hard to follow.
* The opening isn’t exciting.
* There is no summary for the ending.

**PROFICIENT:**

* MOST things are in the right spot.
* I could move some things around.
* My opening and ending are OKAY.
* It gets your attention and the paper doesn’t just stop.

**STRONG**

* You will NOT feel lost.
* Things are in order.
* The main ideas stand out.
* My opening and ending are clear and catchy.

**EXEMPLARY:**

* This is like following a road map!
* Every detail is JUST in the right place.
* My main ideas stand out.
* The introduction and conclusion are AWESOME!

**WORD CHOICE**

**Purpose**: Painting word pictures; finding the right words for the message; using strong

verbs, colorful nouns, and vivid descriptions.

**NOVICE:**

* This doesn’t make much sense.
* The words don’t seem to work. My writing doesn’t help you picture things.
* I need to express things differently to make the paper clear.
* I wasn’t sure how to use verbs correctly.

**EMERGING:**

* My words are sometimes CONFUSING – I don’t know what some mean.
* I think a lot of my words are ordinary – everyone uses them.
* Most of my verbs are *is*, *are*, *was*, and *were*. There is no real action!
* I told about things you *see*, but there are no words describing *sounds*, *smells*, *feelings*, or *tastes*.
* It’s too wordy – or else I didn’t say enough.

**DEVELOPING:**

* Not all words are used correctly.
* I had 1-2 good moments, though.
* Most of my verbs are not lively or strong.
* I didn’t try to be original – I used whatever came first to my mind.

**PROFICIENT:**

* My words are CLEAR, and most are used correctly.
* I repeated a few things.
* Some verbs are strong, but some are ordinary (*is*, *are*, *was*, and *were*).
* I didn’t always try to say things in a new way.
* Sometimes I repeated things or used words I didn’t need.

**STRONG**

* My words are all used CORRECTLY.
* Many of them paint pictures in your mind.
* Most verbs are strong.
* I found some new things to say.
* I used sensory details in the right spots. There is little to no clutter.

**EXEMPLARY:**

* Every word I choose helps make my meaning clear.
* I LOVE the words in this essay or story.
* The verbs are strong and lively!
* I have word choice that is different from other papers you have read.
* Sensory details put readers right at the scene.
* You won’t find clutter. Every word counts!

**SENTENCE FLUENCY**

**Purpose**: Making it readable and smooth; giving sentences variety in length and structure;

reading it aloud flawlessly.

**NOVICE:**

* These “sentences” don’t make sense to me.
* I can’t read this aloud with fluency.
* I have to fill in missing words or hook words together to make real sentences.

**EMERGING:**

* This is HARD to read aloud.
* Sometimes I went on and on and on with one HUGE sentence instead of two.
* Other parts sound as CHOPPY as a grocery list.
* I use the same sentence patterns over and over.
* I might have some FRAGMENTS.
* I didn’t use dialogue, or else I couldn’t make it sound real.

**DEVELOPING:**

* To read this aloud, you’d need PRACTICE. It doesn’t sound natural.
* Most of the sentences begin the same way and are the same length – BORING.
* There is no variety.
* If I used dialogue, it needs work.

**PROFICIENT:**

* My writing is easy to read with a little practice
* There’s enough variety to make sentences interesting. Some are longer or shorter than others. Some sentences begin in different ways.
* With a little effort, you can make this writing sound fairly fluent.
* If I used dialogue, it’s pretty realistic.

**STRONG**

* My paper is EASY to read aloud. There are no bumps or sudden stops.
* MANY sentences begin in DIFFERENT ways, and they differ in length and structure.
* I used both short and long sentences.
* If I used dialogue, it sounds like a real conversation.

**EXEMPLARY:**

* My writing is smooth and easy to read on the first try.
* Sentences differ in length and begin in ways that show how ideas connect.
* Almost every sentence begins differently.
* You can read this expressively to bring out every ounce of voice
* If I used dialogue, it’s so real that you can perform it like a play.

**VOICE**

**Purpose**: Putting yourself into your writing; reaching out to the audience; making sure the

voice is right for the purpose and topic.

**NOVICE:**

* I don’t hear ANY voice in this writing.
* I didn’t like this topic so I DID’T TRY. It sounds like I wasn’t interested in writing this.
* There is nothing in this writing to make it mine. I wrote what I had to write to finish the assignment.

**EMERGING:**

* This sounds like an ENCYCLOPEDIA, not me. There is no personality to this writing.
* I don’t feel ready to share this writing – yet.
* I need a topic I know and care more about.
* I’m still figuring out my purpose and who my readers are.

**DEVELOPING:**

* It might sound a LITTLE like me.
* With some work, parts would be ready to share.
* I tried to sound excited – I couldn’t do it all the time.
* This voice won’t reach all readers.
* This was an okay topic, but I’m not sure who my audience is or if I care.

**PROFICIENT:**

* My writing is easy to read with a little practice.
* There’s enough variety to make sentences interesting. Some are longer or shorter than others. Some sentences begin in different ways.
* With a little effort, you can make this writing sound fairly fluent.
* If I used dialogue, it’s pretty realistic.

**STRONG**

* My voice is CLEAR, and I think it sounds like me.
* It’s FUN to read aloud and share with others.
* I LIKE this topic –so I worked hard to make it INTERESTING for my reader.
* This voice fits my purpose – and will get readers involved.

**EXEMPLARY:**

* This is ME! You can hear my voice in every line.
* A reader would love sharing this aloud.
* This topic matters deeply to me, and I said exactly what I felt and thought.
* I’m writing for YOU, the reader.

**CONVENTIONS**

**Purpose**: Editing; proofreading; looking over the layout to see how the information is

presented.

**NOVICE:**

* I have SO many mistakes that I can hardly read this! I need to go over this word-by-word.
* I need a LOT of help with my editing.
* Layout – does it really matter how it looks?!

**EMERGING:**

* I NEVER edited! I need to proof it line-by-line by reading it aloud.
* My mistakes make it HARD to read.
* I’m not sure how to make it look good on the page.
* Readers will need to “edit” as they read – that should have been my job!
* I didn’t think about presentation yet.

**DEVELOPING:**

* I have made quite a few mistakes, but I did do a little editing.
* Readers will notice my MISTAKES more than the message!
* Mistakes could puzzle readers or force them to read some things twice.
* I need to work on presentation. Readers can’t tell what to focus on.
* I don’t think this looks as good as it should.

**PROFICIENT:**

* Errors are noticeable, but they won’t slow readers down.
* I need to go over this one more time, reading it aloud as I edit.
* I made some mistakes, and my spelling, punctuation, and grammar are OKAY.
* My conventions support the message and make reading fairly easy.
* My presentation is OKAY – it draws attention to key points.

**STRONG**

* I made a few minor errors – but nothing serious.
* It might need a few touchups, but it’s *almost* ready to publish.
* My conventions support meaning and voice.
* My spelling, punctuation, and grammar are GOOD.
* My paper looks sharp.

**EXEMPLARY:**

* You have to be really PICKY to find mistakes.
* I edited it and looked REALLY HARD for mistakes. I edited carefully, reading silently and aloud. This is ready to publish.
* The spelling, punctuation, and grammar are EXCELLENT!
* My presentation has eye appeal and makes information easy to find.