

Developing towards Grade-Level Expectation	Approaching the Grade-Level Expectation	Meeting the Grade-Level Expectation	Exceeding the Grade-Level Expectation
<p><b>IDEAS:</b> <i>the central message supported by enriching detail</i></p>	<ul style="list-style-type: none"> <li>main idea is unclear</li> <li>limited or confusing detail</li> </ul>	<ul style="list-style-type: none"> <li>emerging central idea</li> <li>some connection to the topic</li> <li>some appropriate details included</li> <li>leaves some unanswered questions</li> </ul>	<ul style="list-style-type: none"> <li>main idea is clear</li> <li>directly addresses the topic</li> <li>relevant and appropriate details engages the reader</li> </ul>
<p><b>ORGANIZATION:</b> <i>the internal structure, the thread of central meaning</i></p>	<ul style="list-style-type: none"> <li>problems with organization make the text difficult to follow</li> </ul>	<ul style="list-style-type: none"> <li>has a recognizable introduction</li> <li>has a recognizable conclusion</li> <li>makes an attempt to use transitions</li> <li>paragraphing is effective at times</li> </ul>	<ul style="list-style-type: none"> <li>has an effective introduction</li> <li>has an effective conclusion</li> <li>uses effective transitions</li> <li>sequencing is logical</li> <li>paragraphing is consistently effective</li> </ul>
<p><b>VOICE:</b> <i>the unique perspective and style of the writer</i></p>	<ul style="list-style-type: none"> <li>voice is limited</li> <li>voice suits purpose and audience at times</li> <li>word choice is limited</li> </ul>	<ul style="list-style-type: none"> <li>voice is mostly engaging</li> <li>voice mostly suits purpose and audience</li> <li>repetitive use of words and phrases</li> <li>words sometimes used inappropriately</li> <li>words are adequate but basic</li> </ul>	<ul style="list-style-type: none"> <li>voice is consistently engaging</li> <li>voice is appropriate to purpose and audience</li> <li>voice is sustained throughout the text</li> <li>word choice enhances and clarifies meaning and is consistently precise</li> <li>accurate</li> <li>effective</li> </ul>
<p><b>WORD CHOICE,</b> <i>precise and vivid language that moves and engages the reader</i></p>	<ul style="list-style-type: none"> <li>errors in sentence construction impair fluency</li> </ul>	<ul style="list-style-type: none"> <li>sentences are usually effective and:                             <ul style="list-style-type: none"> <li>are mostly well constructed</li> <li>include some variety in length, structure, and beginnings</li> <li>are mostly fluent</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>sentences are consistently effective and:                             <ul style="list-style-type: none"> <li>are well constructed</li> <li>vary in length and structure</li> <li>begin in a variety of ways</li> <li>flow smoothly</li> </ul> </li> </ul>
<p><b>SENTENCE FLUENCY:</b> <i>the rhythm, flow and sound of language</i></p>	<ul style="list-style-type: none"> <li>errors in conventions distract the reader and make the text difficult to follow</li> </ul>	<ul style="list-style-type: none"> <li>conventions are mostly correct, including:                             <ul style="list-style-type: none"> <li>grammar/usage</li> <li>spelling</li> <li>punctuation</li> <li>paragraphing/formatting</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Use of conventions demonstrates maturity and sophistication beyond the grade level expectation.</li> </ul>