



Student Name:

School:

Date 1:

Date 2:

	IDEAS	ORGANIZATION	VOICE	WORD CHOICE	SENTENCE FLUENCY	CONVENTIONS
Focus	<p>When marking <b>IDEAS</b> appropriate for Grade 4 writing, the marker should consider how effectively the writer</p> <ul style="list-style-type: none"> <li>establishes the relationship between events, actions, and the context (situation)</li> <li>uses specific details</li> </ul> <p><b>Note: Ideas and Organization are weighted to be worth twice as much as each of the other categories.</b></p>	<p>When marking <b>ORGANIZATION</b> appropriate for Grade 4 writing, the marker should consider how effectively the writer</p> <ul style="list-style-type: none"> <li>introduces the beginning and setting</li> <li>establishes the connections and/or relationships between events, actions, details, and/or characters and plot</li> <li>brings closure to the writing</li> </ul> <p><b>Note: Ideas and Organization are weighted to be worth twice as much as each of the other categories.</b></p>	<p>When marking <b>VOICE</b> appropriate for Grade 4 writing, the marker should consider how effectively the writer</p> <ul style="list-style-type: none"> <li>demonstrates the reader/writer relationship</li> <li>addresses an appropriate audience</li> </ul>	<p>When marking <b>WORD CHOICE</b> appropriate for Grade 4 writing, the marker should consider how effectively the writer uses</p> <ul style="list-style-type: none"> <li>words appropriately</li> <li>expressions effectively</li> <li>words and expressions to enhance the writing</li> </ul> <p><b>The length and complexity of response must be considered.</b></p>	<p>When marking <b>SENTENCE FLUENCY</b> appropriate for Grade 4 writing, the marker should consider how effectively the writer</p> <ul style="list-style-type: none"> <li>controls sentence structure (simple and compound)</li> <li>uses different sentence patterns and length</li> <li>uses a variety of different sentence beginnings</li> </ul> <p><b>The length and complexity of response must be considered.</b></p>	<p>When marking <b>CONVENTIONS</b> appropriate for Grade 4 writing, the marker should consider the extent to which the writer has control of</p> <ul style="list-style-type: none"> <li>punctuation (commas and question marks) and capitalization</li> <li>grammar (subject-verb and noun-pronoun agreements)</li> <li>spelling</li> </ul> <p><b>Proportion of error to length and complexity of response must be considered.</b></p>
5 Meets the Standard of Excellence	<ul style="list-style-type: none"> <li>main idea of the paper is clear, immediately obvious, and memorable</li> <li>relevant, high quality and original details hold a reader's attention throughout the piece</li> <li>selects in-depth information to convey the main idea</li> </ul>	<ul style="list-style-type: none"> <li>the beginning capture the reader's attention, clearly establishes events, characters, and/or setting, and provides direction for the writing</li> <li>connections and/or relationships between events, actions, details, an/or characters are consistently maintained</li> <li>the ending ties events an/or actions together</li> </ul>	<ul style="list-style-type: none"> <li>the writer speaks directly to the reader in a way that is individual, compelling and engaging</li> <li>the tone of the writing explodes with energy and is ideal for the purpose and audience</li> <li>it begs to be read aloud-you feel a need to share it with someone</li> </ul>	<ul style="list-style-type: none"> <li>well-chosen words, such as powerful verbs and sensory language, create writing that is clear, striking, original, and precise</li> <li>expressions are <b>exceptionally</b> effective and precise</li> <li>words and expressions are used <b>exceptionally</b> to enhance meaning and clarify understanding</li> </ul>	<ul style="list-style-type: none"> <li>writing is smooth, natural and easy to read</li> <li>sentence type and length are varied and effective</li> <li>virtually every sentence begins differently, adding interest to the text</li> </ul>	<ul style="list-style-type: none"> <li>punctuation, capitalization and grammar are correct</li> <li>most words, familiar and unfamiliar, are spelled correctly; spelling errors are understandable "slips"</li> <li>errors that are present do not affect the clarity or effectiveness of communication; the piece is virtually ready to publish</li> </ul>
4 Approaches the Standard of Excellence	<ul style="list-style-type: none"> <li>main idea of the paper is clear, and obvious</li> <li>relevant, quality details hold a reader's attention throughout most of the piece</li> <li>selects well chosen information to convey the main idea</li> </ul>	<ul style="list-style-type: none"> <li>the beginning clearly establishes events, characters, and/or setting, and provides direction for the writing</li> <li>connections and/or relationships between events, actions, details, an/or characters are maintained</li> <li>the ending provides an appropriate finish for events an/or actions</li> </ul>	<ul style="list-style-type: none"> <li>the writing is individual, probably recognizable if you know the writer</li> <li>the tone of the writing adds interest to the message and is appropriate for the purpose and audience</li> <li>you would probably read this piece aloud</li> </ul>	<ul style="list-style-type: none"> <li>well-chosen words, such as strong verbs and sensory language, create writing that is clear and original</li> <li>expressions are <b>consistently</b> specific and effective</li> <li>words and expressions are used <b>consistently</b> to enhance the writing</li> </ul>	<ul style="list-style-type: none"> <li>writing is easy to read in most places; there may be a few choppy sentences</li> <li>sentence type and length are <b>consistently</b> varied and effective</li> <li>most sentences begin differently; there may be some repetition</li> </ul>	<ul style="list-style-type: none"> <li>punctuation, capitalization and grammar are <b>essentially</b> correct</li> <li>familiar words are spelled correctly; spelling errors are "slips"; unfamiliar words may be spelled phonetically</li> <li>errors that are present rarely affect the clarity of communication; the piece is ready to publish with minimal editing</li> </ul>
3 Clearly Meets the Acceptable Standard	<ul style="list-style-type: none"> <li>main idea of the paper is reasonably clear</li> <li>details are general and may be predictable but are appropriate</li> <li>selects appropriate information to convey the main idea</li> </ul>	<ul style="list-style-type: none"> <li>the beginning directly presents information about events, characters, and/or setting</li> <li>connections and/or relationships between events, actions, details, an/or characters are generally maintained</li> <li>the ending is predictable and/or may be contrived but is connected to events and/or actions</li> </ul>	<ul style="list-style-type: none"> <li>the voice is functional and sincere, though not especially distinctive</li> <li>the tone of the writing is appropriate for the purpose and audience</li> <li>you might share moments of this piece aloud</li> </ul>	<ul style="list-style-type: none"> <li>appropriate words; some strong verbs and sensory language are present</li> <li>expressions are <b>usually</b> more specific than general</li> <li>words and expressions <b>generally</b> enhance the writing</li> </ul>	<ul style="list-style-type: none"> <li>writing is clear in most cases; some parts may be vague or confusing</li> <li>sentence type and length are <b>usually</b> varied and effective</li> <li>some variety of sentence beginnings is evident</li> </ul>	<ul style="list-style-type: none"> <li>punctuation, capitalization and grammar are <b>usually</b> present</li> <li>many familiar words are spelled correctly; unfamiliar words are generally spelled phonetically</li> <li>errors that are present generally do not affect the clarity of communication; some editing is needed before publication</li> </ul>
2 Does Not Clearly Meet the Acceptable Standard	<ul style="list-style-type: none"> <li>main idea of the paper is hard to determine</li> <li>details are few or are used mainly to fill space</li> <li>selects predictable information that leaves the reader to make inferences about the main idea</li> </ul>	<ul style="list-style-type: none"> <li>the beginning presents information about events, characters, and/or setting, however, this information is confusing</li> <li>connections and/or relationships between events, actions, details, an/or characters are missing, or inconsistent</li> <li>the ending is predictable and/or may be contrived</li> </ul>	<ul style="list-style-type: none"> <li>the voice does not stand out</li> <li>the writer seems bored and could use a serious energy boost</li> <li>the piece is definitely not ready to share aloud</li> </ul>	<ul style="list-style-type: none"> <li>words chosen are sometimes inappropriate or misused</li> <li>expressions are simple/and or general</li> <li>words and expressions are basic and may detract from the writing</li> </ul>	<ul style="list-style-type: none"> <li>writing is often difficult to follow; choppy sentences, run-ons, or other problems require continual rereading</li> <li>there is little variation of sentence type and/or length</li> <li>there is little variety of sentence beginnings</li> </ul>	<ul style="list-style-type: none"> <li>punctuation, capitalization and grammar, when present, are inconsistent</li> <li>errors interfere with the clarity of communication; line by line is needed before publication</li> <li>many familiar words are spelled correctly; unfamiliar words are generally spelled phonetically</li> </ul>
1 Clearly Below the Acceptable Standard	<ul style="list-style-type: none"> <li>main idea is missing</li> <li>details are missing or unclear or the length is not adequate for development</li> <li>inadequate information</li> </ul>	<ul style="list-style-type: none"> <li>the beginning provides very little information</li> <li>connections an/or relationships between events, actions, details, and/or characters are missing</li> <li>the ending, if present, is unconnected to the events and/or actions or there is not ending</li> </ul>	<ul style="list-style-type: none"> <li>the voice is difficult to find, identify or describe</li> <li>the writing is monotone and/or not appropriate for the audience</li> <li>the piece is not one to share aloud</li> </ul>	<ul style="list-style-type: none"> <li>word choice seems random. Words create no clear meaning.</li> <li>expressions are vague or missing</li> <li>lack of vocabulary seriously impairs writing</li> </ul>	<ul style="list-style-type: none"> <li>the writing is consistently difficult to follow; chopiness, run-ons, or other sentence problems abound</li> <li>there is not variation of sentence type and/or length</li> <li>there is no variety of sentence beginnings</li> </ul>	<ul style="list-style-type: none"> <li>punctuation, capitalization and grammar are missing</li> <li>communication is not clear; careful word by word editing is needed before publication</li> <li>many familiar words are misspelled and/or spelled phonetically</li> </ul>