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| **COMPOSING/WRITTEN EXPRESSION** |
|  | **4** | **3** | **2** | **1** |
| **CENTRAL IDEA**  | * Clear, consistent focus on a central idea
* Clear awareness of intended audience
 | * Reasonably consistent focus on central idea
* Some awareness of intended audience
 | * Inconsistent focus on central idea
* Limited awareness of audience
 | * Little or no focus on a central idea
* No awareness of audience
 |
| **ORGANIZATION****AND****UNITY** | * Strong introduction with an effective thesis statement
* Follows a logical organizational plan
* Ideas are unified with few digressions
* Maintains a consistent point of view
* Uses transitions to connect ideas within and across paragraphs
 | * Skillful introduction with evidence of a thesis statement
* Evidence of an organizational plan
* Few minor digressions
* Point of view may shift occasionally
* Uses transitions effectively within and across paragraphs
 | * Weak introduction with a statement of intent or weak thesis statement
* Inconsistent organizational plan
* Lack of unity due to major digressions
* Shifts in point of view
* Limited or inconsistent use of transitions within and across paragraphs
 | * No introduction with no purposeful thesis statement
* Little or no organization of ideas
* Lacks unity due to major digressions
* Shifts in point of view
* Absence of transitions connecting ideas
 |
| **EVIDENCE AND DETAILS** | * Fully elaborated containing precise, relevant examples, illustrations, reasons, events, and/or details which support purpose and audience
* Details clarify the writer’s purpose and clearly elaborate ideas
 | * May contain minor lapses elaboration, relevant examples, illustrations, reasons, events, and/or details
* Some details clarify the writer’s purpose
 | * Contains limited elaboration, examples, illustrations, reasons, events, and/or details
* Few details clarify the writer’s purpose
* Ideas may be a list of general, underdeveloped statements
 | * Contains little or no evidence (examples, illustrations, reasons, events, and/or details)
* Little or no elaboration
* List of general unrelated statements
* Length is inadequate for development
 |
| **CONCLUSION** | * Strong, effective conclusion
 | * Good conclusion
 | * Weak or ineffective conclusion
 | * Very limited or no conclusion
 |
| **FLOW** | * Rhythmic flow resulting from purposeful sentence variety
* Sentences incorporate subordination of ideas, and/or effective embedding of modifiers
 | * Some rhythmic flow and sentence variety
* Some sentences use subordination of ideas, and/or embedding modifiers
 | * Uneven rhythmic flow, limited sentence variety, repetitive sentence patterns
* Little subordination of ideas
 | * No rhythmic flow or sentence variety, a tedious presentation
* No subordination or embedding modifiers
 |
| **WORD CHOICE** | * Contains specific word choice, descriptive language, and selected information
* Appropriate, purposeful tone
* Strong evidence of writer’s voice
 | * Contains some specific word choice, descriptive language, and selected information
* Evidence of tone
* Some evidence of writer’s voice
 | * Limited word choice, descriptive language and or selected information
* Inconsistent tone
* Occasional use of writer’s voice
 | * Lacks tone and voice, little or no specific word choice, descriptive language, and/or selected information
* Little or no evidence of writer’s voice
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**Grade 8 Instruction Writing Checklist**