

Ideas         The presence and quality of a main idea; the extent to which the main idea is developed through details; the quality of the details used to support the main idea. Writing must address the prompt.         4       A main idea is distinct and is developed through relevant details.         3       A main idea is clear and is developed through relevant details.         2       A main idea is clear and is developed through relevant details, some of which may be irrelevant.         1       A main idea is not present, or a main idea is not developed with details, or writing does not address the prompt.         Organization       The writing is organized as a whole (external organization); the extent to which the ideas are logically sequenced (internal organization) with a beginning, middle, and ending, the quality of transitional words/phrases.         4       The writing is organized with effective use of varied transitions.         3       The writing is conganized with vague or mechanical transitions.         4       The writing is lacking organized with vague or mechanical transitions.         1       The writing is lacking organized in terms of style, not grammatical correctness as that is assessed under Conventions.         4       Language use contributes to vivid and skillful writing.         1       Language use contributes to confusing writing, or there is little evidence of language use.         Conventions       The writing demonstrates control over expected grade-level conventions (spelling of commonly used words including h		
<ul> <li>A main idea is clear and is developed through relevant details.</li> <li>A main idea is clear and is developed through details, some of which may be irrelevant.</li> <li>A main idea is not present, or a main idea is not developed with details, or writing does not address the prompt.</li> <li>Organization The extent to which the writing is organized as a whole (external organization); the extent to which the ideas are logically sequenced (internal organization) with a beginning, middle, and ending; the quality of transitional words/phrases. The writing is signized with a beginning, middle, and ending; the quality of transitional words/phrases. The writing is signized with skillful use of varied transitions. The writing is organized with effective use of varied transitions. The writing is organized with effective use of varied transitions. The writing is somewhat organized with vague or mechanical transitions. The writing is lacking organization; there is little or no evidence of transitions. Language Use The quality of stylistic choices (voice, word choice, variety of sentence lengths and types/syntax) and their impact on the writing. Sentence structure is considered in terms of style, not grammatical correctness as that is assessed under Conventions. Language use contributes to vivid and skillful writing. Language use contributes to vague or mechanical writing. Language use contributes to vague or mechanical writing. Language use contributes to confusing writing, or there is little evidence of language use. Conventions The extent to which the writing demonstrates control over expected grade-level conventions (spelling of commonly used words including homonyms, punctuation, and grammatical correctness such as sentence structure, verb tense agreement, noun/pronoun agreement) and their impact on communication. A variety of consistently correct conventions contribute to enhanced communication. <p< th=""><th colspan="2">The presence and quality of a main idea; the extent to which the main idea is developed through details; the quality of the</th></p<></li></ul>	The presence and quality of a main idea; the extent to which the main idea is developed through details; the quality of the	
<ul> <li>A main idea is clear and is developed through relevant details.</li> <li>A main idea is clear and is developed through details, some of which may be irrelevant.</li> <li>A main idea is not present, or a main idea is not developed with details, or writing does not address the prompt.</li> <li>Organization The extent to which the writing is organized as a whole (external organization); the extent to which the ideas are logically sequenced (internal organization) with a beginning, middle, and ending; the quality of transitional words/phrases. The writing is signized with a beginning, middle, and ending; the quality of transitional words/phrases. The writing is signized with skillful use of varied transitions. The writing is organized with effective use of varied transitions. The writing is organized with effective use of varied transitions. The writing is somewhat organized with vague or mechanical transitions. The writing is lacking organization; there is little or no evidence of transitions. Language Use The quality of stylistic choices (voice, word choice, variety of sentence lengths and types/syntax) and their impact on the writing. Sentence structure is considered in terms of style, not grammatical correctness as that is assessed under Conventions. Language use contributes to vivid and skillful writing. Language use contributes to vague or mechanical writing. Language use contributes to vague or mechanical writing. Language use contributes to confusing writing, or there is little evidence of language use. Conventions The extent to which the writing demonstrates control over expected grade-level conventions (spelling of commonly used words including homonyms, punctuation, and grammatical correctness such as sentence structure, verb tense agreement, noun/pronoun agreement) and their impact on communication. A variety of consistently correct conventions contribute to enhanced communication. <p< th=""><th>4</th><th>A main idea is distinct and is developed through vivid and relevant details.</th></p<></li></ul>	4	A main idea is distinct and is developed through vivid and relevant details.
<ul> <li>A main idea is evident and is somewhat developed through details, some of which may be irrelevant.</li> <li>A main idea is not present, or a main idea is not developed with details, or writing does not address the prompt.</li> <li>Organization         The extent to which the writing is organized as a whole (external organization); the extent to which the ideas are logically sequenced (internal organization) with a beginning, middle, and ending; the quality of transitional words/phrases.     </li> <li>The writing is skillfully organized with skillful use of varied transitions.</li> <li>The writing is organized with effective use of varied transitions.</li> <li>The writing is somewhat organization; there is little or no evidence of transitions.</li> <li>The writing is lacking organization; there is little or no evidence of transitions.</li> <li>The writing is lacking organization; there is little or no evidence of transitions.</li> <li>Language Use         The quality of stylistic choices (voice, word choice, variety of sentence lengths and types/syntax) and their impact on the writing. Sentence structure is considered in terms of style, not grammatical correctness as that is assessed under Conventions.     </li> <li>Language use contributes to vial and skillful writing.</li> <li>Language use contributes to clear and fluid writing.</li> <li>Language use contributes to confusing writing, or there is little evidence of language use.</li> <li>Conventions         The extent to which the writing demonstrates control over expected grade-level conventions (spelling of commonly used words including homonyms, punctuation, capitalization, and grammatical correctness such as sentence structure, verb tense agreement, noun/pronou agreement) and their impact on communication.     <li>A variety of consistently correct conventions contribute to enhanced communication.</li> <li>A variety of generally correct conventions contribute to effective c</li></li></ul>		
address the prompt.         Organization         The extent to which the writing is organized as a whole (external organization); the extent to which the ideas are logically sequenced (internal organization) with a beginning, middle, and ending; the quality of transitional words/phrases.         4       The writing is skillfully organized with skillful use of varied transitions.         3       The writing is organized with effective use of varied transitions.         2       The writing is somewhat organized with vague or mechanical transitions.         1       The writing is lacking organization; there is little or no evidence of transitions.         Language Use       The uniting is contributes to vivid and skillful writing.         3       Language use contributes to vivid and skillful writing.         4       Language use contributes to vague or mechanical writing.         1       Language use contributes to vague or mechanical writing.         2       Language use contributes to vague or mechanical writing.         3       Language use contributes to clear and fluid writing.         4       Language use contributes to confusing writing, or there is little evidence of language use.         Conventions       The extent to which the writing demonstrates control over expected grade-level conventions (spelling of commonly used words including homonyms, punctuation, capitalization, and grammatical correctness such as sentence structure, verb tense agreement, noun/pronoun agreement) and their impact on communication. </th <th></th> <th>A main idea is evident and is somewhat developed through details, some of which may be</th>		A main idea is evident and is somewhat developed through details, some of which may be
The extent to which the writing is organized as a whole (external organization); the extent to which the ideas are logically sequenced (internal organization) with a beginning, middle, and ending; the quality of transitional words/phrases.         4       The writing is skillfully organized with skillful use of varied transitions.         3       The writing is organized with effective use of varied transitions.         1       The writing is somewhat organized with vague or mechanical transitions.         1       The writing is lacking organization; there is little or no evidence of transitions.         1       The writing is lacking organization; there is little or no evidence of transitions.         1       The quality of stylistic choices (voice, word choice, variety of sentence lengths and types/syntax) and their impact on the writing. Sentence structure is considered in terms of style, not grammatical correctness as that is assessed under Conventions.         4       Language use contributes to vivid and skillful writing.         3       Language use contributes to clear and fluid writing.         1       Language use contributes to confusing writing, or there is little evidence of language use.         Conventions       The extent to which the writing demonstrates control over expected grade-level conventions (spelling of commonly used words including homonyms, punctuation, capitalization, and grammatical correctness such as sentence structure, verb tense agreement, noun/pronoun agreement) and their impact on communication.         4       A variety of consistently correct conventions contribute	1	
<ul> <li>The writing is organized with effective use of varied transitions.</li> <li>The writing is somewhat organized with vague or mechanical transitions.</li> <li>The writing is lacking organization; there is little or no evidence of transitions.</li> <li>The writing is lacking organization; there is little or no evidence of transitions.</li> <li>Language Use</li> <li>The quality of stylistic choices (voice, word choice, variety of sentence lengths and types/syntax) and their impact on the writing. Sentence structure is considered in terms of style, not grammatical correctness as that is assessed under Conventions.</li> <li>Language use contributes to vivid and skillful writing.</li> <li>Language use contributes to clear and fluid writing.</li> <li>Language use contributes to vague or mechanical writing.</li> <li>Language use contributes to confusing writing, or there is little evidence of language use.</li> <li>Conventions</li> <li>The extent to which the writing demonstrates control over expected grade-level conventions (spelling of commonly used words including homonyms, punctuation, capitalization, and grammatical correctness such as sentence structure, verb tense agreement, noun/pronoun agreement) and their impact on communication.</li> <li>A variety of consistently correct conventions contribute to enhanced communication.</li> <li>Errors in conventions are noticeable, but communication is coherent.</li> <li>Errors in conventions contribute to confusing communication, or there is little evidence</li> </ul>	The extent to which the writing is organized as a whole (external organization); the extent to which the ideas are logically	
<ul> <li>2 The writing is somewhat organized with vague or mechanical transitions.</li> <li>1 The writing is lacking organization; there is little or no evidence of transitions.</li> <li>Language Use</li> <li>The quality of stylistic choices (voice, word choice, variety of sentence lengths and types/syntax) and their impact on the writing. Sentence structure is considered in terms of style, not grammatical correctness as that is assessed under Conventions.</li> <li>4 Language use contributes to vivid and skillful writing.</li> <li>3 Language use contributes to clear and fluid writing.</li> <li>1 Language use contributes to vague or mechanical writing.</li> <li>1 Language use contributes to confusing writing, or there is little evidence of language use.</li> <li>Conventions</li> <li>The extent to which the writing demonstrates control over expected grade-level conventions (spelling of commonly used words including homonyms, punctuation, capitalization, and grammatical correctness such as sentence structure, verb tense agreement, noun/pronoun agreement) and their impact on communication.</li> <li>4 A variety of consistently correct conventions contribute to enhanced communication.</li> <li>2 Errors in conventions are noticeable, but communication is coherent.</li> <li>1 Errors in conventions contribute to confusing communication, or there is little evidence</li> </ul>	4	The writing is skillfully organized with skillful use of varied transitions.
<ul> <li>The writing is lacking organization; there is little or no evidence of transitions.</li> <li>Language Use         The quality of stylistic choices (voice, word choice, variety of sentence lengths and types/syntax) and their impact on the writing. Sentence structure is considered in terms of style, not grammatical correctness as that is assessed under Conventions.     <li>Language use contributes to vivid and skillful writing.</li> <li>Language use contributes to clear and fluid writing.</li> <li>Language use contributes to vague or mechanical writing.</li> <li>Language use contributes to confusing writing, or there is little evidence of language use.</li> <li>Conventions         The extent to which the writing demonstrates control over expected grade-level conventions (spelling of commonly used words including homonyms, punctuation, capitalization, and grammatical correctness such as sentence structure, verb tense agreement, noun/pronoun agreement) and their impact on communication.     <li>A variety of consistently correct conventions contribute to enhanced communication.</li> <li>Errors in conventions are noticeable, but communication is coherent.</li> <li>Errors in conventions contribute to confusing communication, or there is little evidence</li> </li></li></ul>	3	The writing is organized with effective use of varied transitions.
Language Use         The quality of stylistic choices (voice, word choice, variety of sentence lengths and types/syntax) and their impact on the writing. Sentence structure is considered in terms of style, not grammatical correctness as that is assessed under Conventions.         4       Language use contributes to vivid and skillful writing.         3       Language use contributes to clear and fluid writing.         2       Language use contributes to vague or mechanical writing.         1       Language use contributes to confusing writing, or there is little evidence of language use.         Conventions       The extent to which the writing demonstrates control over expected grade-level conventions (spelling of commonly used words including homonyms, punctuation, capitalization, and grammatical correctness such as sentence structure, verb tense agreement, noun/pronoun agreement) and their impact on communication.         4       A variety of consistently correct conventions contribute to enhanced communication.         3       A variety of generally correct conventions contribute to effective communication.         2       Errors in conventions are noticeable, but communication is coherent.         1       Errors in conventions contribute to confusing communication, or there is little evidence	2	The writing is somewhat organized with vague or mechanical transitions.
<ul> <li>The quality of stylistic choices (voice, word choice, variety of sentence lengths and types/syntax) and their impact on the writing. Sentence structure is considered in terms of style, not grammatical correctness as that is assessed under Conventions.</li> <li>4 Language use contributes to vivid and skillful writing.</li> <li>3 Language use contributes to clear and fluid writing.</li> <li>2 Language use contributes to vague or mechanical writing.</li> <li>1 Language use contributes to confusing writing, or there is little evidence of language use.</li> <li>Conventions</li> <li>The extent to which the writing demonstrates control over expected grade-level conventions (spelling of commonly used words including homonyms, punctuation, capitalization, and grammatical correctness such as sentence structure, verb tense agreement, noun/pronoun agreement) and their impact on communication.</li> <li>4 A variety of consistently correct conventions contribute to enhanced communication.</li> <li>2 Errors in conventions are noticeable, but communication is coherent.</li> <li>1 Errors in conventions contribute to confusing communication, or there is little evidence</li> </ul>	1	The writing is lacking organization; there is little or no evidence of transitions.
<ul> <li>3 Language use contributes to clear and fluid writing.</li> <li>2 Language use contributes to vague or mechanical writing.</li> <li>1 Language use contributes to confusing writing, or there is little evidence of language use.</li> <li>Conventions</li> <li>The extent to which the writing demonstrates control over expected grade-level conventions (spelling of commonly used words including homonyms, punctuation, capitalization, and grammatical correctness such as sentence structure, verb tense agreement, noun/pronoun agreement) and their impact on communication.</li> <li>4 A variety of consistently correct conventions contribute to enhanced communication.</li> <li>3 A variety of generally correct conventions contribute to effective communication.</li> <li>2 Errors in conventions are noticeable, but communication is coherent.</li> <li>1 Errors in conventions contribute to confusing communication, or there is little evidence</li> </ul>	The quality of stylistic choices (voice, word choice, variety of sentence lengths and types/syntax) and their impact on the	
<ul> <li>Language use contributes to vague or mechanical writing.</li> <li>Language use contributes to confusing writing, or there is little evidence of language use.</li> <li>Conventions         The extent to which the writing demonstrates control over expected grade-level conventions (spelling of commonly used words including homonyms, punctuation, capitalization, and grammatical correctness such as sentence structure, verb tense agreement, noun/pronoun agreement) and their impact on communication.     </li> <li>A variety of consistently correct conventions contribute to enhanced communication.</li> <li>A variety of generally correct conventions contribute to effective communication.</li> <li>Errors in conventions are noticeable, but communication is coherent.     </li> <li>Errors in conventions contribute to confusing communication, or there is little evidence</li> </ul>	4	Language use contributes to vivid and skillful writing.
<ol> <li>Language use contributes to confusing writing, or there is little evidence of language use.</li> <li>Conventions         The extent to which the writing demonstrates control over expected grade-level conventions (spelling of commonly used words including homonyms, punctuation, capitalization, and grammatical correctness such as sentence structure, verb tense agreement, noun/pronoun agreement) and their impact on communication.     </li> <li>A variety of consistently correct conventions contribute to enhanced communication.</li> <li>A variety of generally correct conventions contribute to effective communication.</li> <li>Errors in conventions are noticeable, but communication is coherent.</li> <li>Errors in conventions contribute to confusing communication, or there is little evidence</li> </ol>	3	Language use contributes to clear and fluid writing.
ConventionsThe extent to which the writing demonstrates control over expected grade-level conventions (spelling of commonly used words including homonyms, punctuation, capitalization, and grammatical correctness such as sentence structure, verb tense agreement, noun/pronoun agreement) and their impact on communication.4A variety of consistently correct conventions contribute to enhanced communication.3A variety of generally correct conventions contribute to effective communication.2Errors in conventions are noticeable, but communication is coherent.1Errors in conventions contribute to confusing communication, or there is little evidence	2	Language use contributes to vague or mechanical writing.
<ul> <li>The extent to which the writing demonstrates control over expected grade-level conventions (spelling of commonly used words including homonyms, punctuation, capitalization, and grammatical correctness such as sentence structure, verb tense agreement, noun/pronoun agreement) and their impact on communication.</li> <li>A variety of consistently correct conventions contribute to enhanced communication.</li> <li>A variety of generally correct conventions contribute to effective communication.</li> <li>Errors in conventions are noticeable, but communication is coherent.</li> <li>Errors in conventions contribute to confusing communication, or there is little evidence</li> </ul>	1	Language use contributes to confusing writing, or there is little evidence of language use.
<ul> <li>A variety of generally correct conventions contribute to effective communication.</li> <li>Errors in conventions are noticeable, but communication is coherent.</li> <li>Errors in conventions contribute to confusing communication, or there is little evidence</li> </ul>	The extent to which the writing demonstrates control over expected grade-level conventions (spelling of commonly used words including homonyms, punctuation, capitalization, and grammatical correctness such as sentence structure, verb tense	
<ul> <li>2 Errors in conventions are noticeable, but communication is coherent.</li> <li>1 Errors in conventions contribute to confusing communication, or there is little evidence</li> </ul>	4	A variety of consistently correct conventions contribute to enhanced communication.
<b>1</b> Errors in conventions contribute to confusing communication, or there is little evidence	3	A variety of generally correct conventions contribute to effective communication.
5,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	2	Errors in conventions are noticeable, but communication is coherent.
	1	