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| **COMPOSING/WRITTEN EXPRESSION****Grade 5 Instruction Writing Checklist** |
|  | **4** | **3** | **2** | **1** |
| **CENTRAL IDEA**  | * Clear, consistent focus on a central idea
* Clear awareness of intended audience
 | * Reasonably consistent focus on central idea
* 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
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| **ORGANIZATION****AND****UNITY** | * Follows a logical organizational plan
* Stays consistently on topic with few digressions
* Strong beginning, middle, and end
* Each paragraph has a strong topic sentence focusing on the main idea
* Effectively uses transitional words and/or phrases to connect thoughts
 | * Evidence of an organizational plan
* Stays mainly on topic and may have a few digressions
* Has a beginning, middle, and end
* Each paragraph has a topic sentence somewhat focused on the main idea
* Uses transitional words and/or phrases to connect thoughts
 | * Inconsistent organizational plan
* Strays from the main topic and has many digressions
* Some evidence or an attempt at a beginning, middle, and end
* Each paragraph has an inconsistent or weak topic sentence
* Inconsistent use of transitional words and/or phrases to connect thoughts
 | * Little or no organization plan
* Main topic not evident
* No clear beginning, middle, and end
* Each paragraph does not have a topic sentence with little or no indication of the main idea
* Little or no evidence of transitional words and/or phrases to connect thoughts
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| **ELABORATION AND DETAILS** | * Fully elaborated using facts, definitions, opinions, quotations, details, and/or other examples to support the central idea
 | * Somewhat elaborated with sufficient use of facts, definitions, opinions, quotations, details, and/or other examples to support the central idea
 | * Contains limited use of facts, definitions, opinions, quotations, details, and/or other examples to support the central idea
 | * Contains little or no elaboration, lack of details and/or examples
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| **SENTENCE****FORMATION AND STRUCTURE** | * Includes a variety of sentence lengths and beginnings
 | * Includes some sentence variety in lengths and beginnings
 | * Includes little or no sentence variety in lengths and beginnings
 | * No sentences of various lengths or beginnings
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| **FLOW** | * Rhythmic flow resulting from purposeful sentence variety, clauses, and transitions
 | * Some rhythmic flow and sentence variety with some effective clauses and transitions
 | * Uneven rhythmic flow, limited sentence variety, repetitive sentence patterns, little use of clauses and transitions
 | * No rhythmic flow or sentence variety, no use of clauses or transitions
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| **WORD CHOICE** | * Contains highly specific word choice, descriptive language, and selected information
* Appropriate, purposeful tone
* Evidence of writer’s voice
 | * Contains specific word choice, descriptive language, and selected information
* Evidence of tone
* Some evidence of writer’s voice
 | * Limited word choice, descriptive language and selected information
* Inconsistent tone
* Limited evidence of writer’s voice
 | * Little or no specific word choice, descriptive language, and selected information
* Little or no tone
* No evidence of writer’s voice
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