

Everett Public Schools
Writing Annotations
Ninth Grade Mid-Year

PERSUASIVE PROMPT: Many people are concerned that the start time for high school is too early. The school board has suggested that the hours spent in school stay the same, but begin and end two hours later. For example, instead of starting at 7:30 am and ending at 2:00 pm, the school day would begin at 9:30 am and end at 4:00 pm. Write a multiple-paragraph letter to the school board, take a position on this proposal and persuade them to agree with your position.

CONTENT

2

As an inconsistent **topic** frames the paper, **reasons** are presented in generalities that are often unclear or weakly developed. The resulting **message** comes from the reader filling in the blanks.

ORGANIZATION

2-

Any **introduction** concerning why school hours should (not) be changed is vague and the reader has to infer the prompt. This leaves the reader with little direction. Middle events are loosely patterned. Some **transitions**: "If the students got more sleep..." did some within paragraph connecting but most transitions are missing or basic. The **conclusion** is without purpose and essentially missing.

Content

☐ Level 4: Advanced

- ☐ A. Focus
- ☐ B. Reasons
- ☐ C. Evidence

purposeful; concentrated throughout
purposeful; fully support thesis/position
purposeful; relevant; elaborated to fully support reasons;
clarifies for reader
clarifies how evidence supports reasons
insightful; clarifies; goes beyond; anticipates questions

- ☐ D. Commentary
- ☐ E. Message

☐ Level 3: Proficient

- ☐ A. Focus
- ☐ B. Reasons
- ☐ C. Evidence
- ☐ D. Commentary
- ☐ E. Message

narrowly maintained
significant; relevant to support thesis
significant; relevant & elaborated, supports reasons
presents & supports evidence
interesting; important; predictable; obvious

☒ Level 2: Basic

- ☒ A. Focus
- ☒ B. Reasons
- ☐ C. Evidence
- ☒ D. Commentary
- ☒ E. Message

generally focused throughout
connected; do **not adequately** support the thesis
connected; does **not adequately** support reasons
implied; reader must **infer** support for evidence
present; needs interpretation to make sense

☐ Level 1: Below Basic

- ☐ A. Focus
- ☐ B. Reasons
- ☒ C. Evidence
- ☐ D. Commentary
- ☐ E. Message

wanders; focus lost
do **not support** thesis; **missing**
does **not support** reasons; **missing**
does **not support** evidence; **missing**
missing or **random** thoughts

Organization

☐ Level 4: Advanced

- ☐ A. Introduction
- ☐ B. Middle
- ☐ C. Transitions
- ☐ D. Conclusion

uniquely presents thesis in context;
draws reader in; **strong** sense of direction
purposefully; logical pattern; **clearly** fit together with completeness
clearly provide **cohesion** that covers the bulk of the text;
intentionally signals/implies **relationship** connections
provides **thought-provoking** resolution, connection to the broader, or call for action

☐ Level 3: Proficient

- ☐ A. Introduction
- ☐ B. Middle
- ☐ C. Transitions
- ☐ D. Conclusion

presents thesis in a **context**; provides reader with **direction**
prepared in a **logical pattern** to show thesis and sense of **completeness**
are used to **maintain, show, or signal** connections
ties up loose ends with **consequences**, connection to the broader, or call for action

☒ Level 2: Basic

- ☒ A. Introduction
- ☒ B. Middle
- ☐ C. Transitions
- ☐ D. Conclusion

restates title or prompt; **unclear**; only a **little sense** of direction
loosely patterned; **outline-like**
telling/sequencing connections
limited; **restates** main points

☐ Level 1: Below Basic

- ☐ A. Introduction
- ☐ B. Middle
- ☒ C. Transitions
- ☒ D. Conclusion

missing; **no direction**
randomly or **illogically** ordered
incorrectly used; **omitted**; or **repetitive**
missing **restates** introduction/topic; text **abruptly** ends

STYLE

2

There is some variation in **sentence** beginnings and length, but structure is awkward and the sentences are troublesome to read aloud. **Word choice** is limited and the writing is not enhanced by it. The single exception is the sentence: "*The student (sp) day's have already been shattered.*" A touch of the writers' **personality** is trying to come out, but for the most part a distracted commitment is shown, i.e., compare the second paragraph with the others. The tone is inconsistent.

Style

☐ Level 4: Advanced

☐ A. Sentences

vary **widely** in beginnings, length, and/or structure; flow **easily**; **cadence**; **invites** reading aloud

☐ B. Word Choice

vivid; **precise**; **apt**; **memorable**; **natural &** never overdone; various active verbs

☐ C. Voice

engaging; **confident**; commitment; **takes a risk**; hooks reader; audience/purpose **strongly** addressed

☐ Level 3: Proficient

☐ A. Sentences

vary in beginnings, length, and/or structure; **usually** flow smoothly; easily read aloud

☐ B. Word Choice

specific; **strengthens** writing; **shows** use of **active** verbs

☐ C. Voice

shows **commitment**; reader-writer interaction; tone attracts reader; audience/purpose **addressed**

☒ Level 2: Basic

☒ A. Sentences

have **some** variety in beginnings, length, and/or structure; **awkward**; **troublesome** to read aloud

☒ B. Word Choice

limited; does **not enhance**; thesaurus overload, **passive** verbs (2-)

☒ C. Voice

distracted commitment; tone **inconsistent**; yet to be invited-in; audience/purpose is weak

☐ Level 1: Below Basic

☐ A. Sentences

are similar in beginnings, length, and/or structure; **no/minimal "sentence sense"**, do **not invite** reading aloud

☐ B. Word Choice

redundancy; incorrect/omission; **confuses**

☐ C. Voice

lacking; **inadequate** commitment; boredom; audience/purpose **not addressed**

CONVENTIONS

1

Standard English usage is inconsistently applied with homophone and run-on sentence, as error examples. The same is true for capitalization and spelling. Spelling has basic rule errors, and errors are way below grade level expectations. Paragraphs are present, but indicated inconsistently and the purpose is not always clear.

Conventions

☐ Level 4: Advanced (According to grade-level expectations.)

Good **command** of conventions; **applies** usage, spelling, and punctuation to **enhance** meaning; **may break rules** for style purposes.

☐ Level 3: Proficient (According to grade-level expectations.)

Competent use of conventions; **mostly** and **consistently** applies correct usage, spelling, and punctuation; errors do not interfere with meaning and/or readability

To proceed to level 3, grade-level expectations must be met.

☐ Level 2: Basic

Consistently applies usage, spelling, capitalization, punctuation and paragraphs; **minimal errors do not interfere** with meaning and/or readability.

☒ Level 1: Below Basic

Inconsistently applies usage, spelling, capitalization, punctuation and paragraphs, **errors interfere with** meaning and/or readability.

Everett Public Schools Writing Annotations Ninth Grade Mid-Year

PERSUASIVE PROMPT: Many people are concerned that the start time for high school is too early. The school board has suggested that the hours spent in school stay the same, but begin and end two hours later. For example, instead of starting at 7:30 am and ending at 2:00 pm, the school day would begin at 9:30 am and end at 4:00 pm. Write a multiple-paragraph letter to the school board, take a position on this proposal and persuade them to agree with your position.

CONTENT

3

A narrowed **focus on the topic** is maintained within this paper. **Reasons** are developed with relevant evidence and commentary: *"Since all the students have so much to do after seven hours of school, and at least two and one-half to three hour of homework each night... When are we expected to go to bed?"* The message is predictable and obvious: *"I think high school time should remain the same."*

ORGANIZATION

3

The **introduction** provides the reader with a sense of direction. **Middle** supporting ideas are prepared in a reasonable pattern to support the thesis. The **transitions** maintain basic and sequencing connections: *"By changing... Besides,... With everything..."* However, the beginning of paragraph three transitions from the ideas in paragraph two, signaling a connection. The **conclusion** works to tie up loose ends but is almost just limited to summarizing; however, there is a weak attempt at connecting to the broader.

Content

☐ Level 4: Advanced

- ☐ A. Focus
- ☐ B. Reasons
- ☐ C. Evidence

purposeful; concentrated throughout
purposeful; fully support thesis/position
purposeful; relevant; elaborated to fully support reasons;
clarifies for reader
clarifies how evidence supports reasons
insightful; clarifies; goes beyond; anticipates questions

☒ Level 3: Proficient

- ☒ A. Focus
- ☒ B. Reasons
- ☒ C. Evidence
- ☒ D. Commentary
- ☒ E. Message

narrowly maintained
significant; relevant to support thesis
significant; relevant & elaborated, supports reasons
presents & supports evidence
interesting; important; predictable; obvious

☐ Level 2: Basic

- ☐ A. Focus
- ☐ B. Reasons
- ☐ C. Evidence
- ☐ D. Commentary
- ☐ E. Message

generally focused throughout
connected; do **not adequately** support the thesis
connected; does **not adequately** support reasons
implied; reader must **infer** support for evidence
present; needs interpretation to make sense

☐ Level 1: Below Basic

- ☐ A. Focus
- ☐ B. Reasons
- ☐ C. Evidence
- ☐ D. Commentary
- ☐ E. Message

wanders; focus lost
do **not support** thesis; **missing**
does **not support** reasons; **missing**
does **not support** evidence; **missing**
missing or random thoughts

Organization

☐ Level 4: Advanced

- ☐ A. Introduction
- ☐ B. Middle
- ☐ C. Transitions
- ☐ D. Conclusion

uniquely presents thesis in context;
draws reader in; **strong** sense of direction
purposefully; logical pattern; **clearly** fit together with completeness
clearly provide **cohesion** that covers the bulk of the text;
intentionally signals/implies **relationship** connections
provides **thought-provoking** resolution, connection to the broader, or call for action

☒ Level 3: Proficient

- ☒ A. Introduction
- ☒ B. Middle
- ☒ C. Transitions
- ☒ D. Conclusion

presents thesis in a **context**; provides reader with **direction**
prepared in a **logical pattern** to show thesis and sense of **completeness**
are used to **maintain, show, or signal** connections
ties up loose ends with **consequences**, connection to the broader, or call for action (3-)

☐ Level 2: Basic

- ☐ A. Introduction
- ☐ B. Middle
- ☐ C. Transitions
- ☐ D. Conclusion

restates title or prompt; **unclear**; only a little **sense** of direction
loosely patterned; **outline-like**
telling/sequencing connections
limited; **restates** main points

☐ Level 1: Below Basic

- ☐ A. Introduction
- ☐ B. Middle
- ☐ C. Transitions
- ☐ D. Conclusion

missing; **no direction**
randomly or **illogically** ordered
incorrectly used; **omitted**; or **repetitive**
missing restates introduction/topic; text **abruptly** ends

STYLE

3

Sentences have variation in beginnings and length, together with appropriate **word choice**. The writer shows commitment and an attempt is made to interact and attract the reader. Word choice is basic, limited.

CONVENTIONS

2+

Usage of standard English has some homophone and run-on sentence problem(s). **Spelling, capitalization, and punctuation** are mostly correct, except in the latter case for some contractions. **Paragraphs** are present and nearly always indicated correctly the same way.

Style

☐ Level 4: Advanced

- ☐ A. Sentences
- ☐ B. Word Choice
- ☐ C. Voice

vary **widely** in beginnings, length, and/or structure; flow **easily**; **cadence**; **invites** reading aloud
vivid; **precise**; **apt**; **memorable**; **natural &** never overdone;
various active verbs
engaging; **confident**; commitment; **takes a risk**; hooks reader;
audience/purpose **strongly** addressed

☒ Level 3: Proficient

- ☒ A. Sentences
- ☐ B. Word Choice
- ☒ C. Voice

vary in beginnings, length, and/or structure; **usually** flow smoothly; easily read aloud
specific; **strengthens** writing; **shows** use of **active** verbs
shows **commitment**; reader-writer interaction; tone attracts reader; audience/purpose **addressed**

☐ Level 2: Basic

- ☐ A. Sentences
- ☒ B. Word Choice
- ☐ C. Voice

have **some** variety in beginnings, length, and/or structure;
awkward; **troublesome** to read aloud
limited; does **not enhance**; thesaurus overload, **passive** verbs
distracted commitment; tone **inconsistent**; yet to be invited-in; audience/purpose is weak

☐ Level 1: Below Basic

- ☐ A. Sentences
- ☐ B. Word Choice
- ☐ C. Voice

are similar in beginnings, length, and/or structure; **no/minimal** "sentence sense", do **not invite** reading aloud
redundancy; incorrect/omission; **confuses**
lacking; **inadequate** commitment; boredom; audience/purpose **not addressed**

Conventions

☐ Level 4: Advanced *(According to grade-level expectations.)*

Good **command** of conventions; **applies** usage, spelling, and punctuation to **enhance** meaning; **may break rules** for style purposes.

☐ Level 3: Proficient *(According to grade-level expectations.)*

Competent use of conventions; **mostly** and **consistently** applies correct usage, spelling, and punctuation; errors do not interfere with meaning and/or readability

To proceed to level 3, grade-level expectations must be met.

☒ Level 2: Basic

Consistently applies usage, spelling, capitalization, punctuation and paragraphs; **minimal errors do not interfere** with meaning and/or readability.

☐ Level 1: Below Basic

Inconsistently applies usage, spelling, capitalization, punctuation and paragraphs, **errors interfere with** meaning and/or readability.

Everett Public Schools Writing Annotations Ninth Grade Mid-Year

PERSUASIVE PROMPT: Many people are concerned that the start time for high school is too early. The school board has suggested that the hours spent in school stay the same, but begin and end two hours later. For example, instead of starting at 7:30 am and ending at 2:00 pm, the school day would begin at 9:30 am and end at 4:00 pm. Write a multiple-paragraph letter to the school board, take a position on this proposal and persuade them to agree with your position.

CONTENT

3

Keeping a narrow focus on the topic, the reasons are significant with detailed evidence and commentary that supports the evidence. An interesting message is present in this paper.

ORGANIZATION

3

The **introduction** provides the reader with direction and it is easy to see where the writer is heading: *"It has come to my attention that many people want to start and end the school day later. In my opinion, this is an excellent idea."* Supporting ideas are offered in a reasonable **pattern**: *"... I find myself waking up at the ungodly hour of 5:30 am, just to shower, dress and be to school by 6:30."* allowing transitions to provide connection. *"Needless to say,...As you may have guessed..."* The **conclusion** is limited to summarizing with no consequence, connection or call to action.

Content	
<input type="checkbox"/> Level 4: Advanced	
<input type="checkbox"/> A. <u>Focus</u>	purposeful; concentrated throughout
<input type="checkbox"/> B. <u>Reasons</u>	purposeful; fully support thesis/position
<input type="checkbox"/> C. <u>Evidence</u>	purposeful; relevant; elaborated to fully support reasons; clarifies for reader
<input type="checkbox"/> D. <u>Commentary</u>	clarifies how evidence supports reasons
<input type="checkbox"/> E. <u>Message</u>	insightful; clarifies; goes beyond; anticipates questions
<input checked="" type="checkbox"/> Level 3: Proficient	
<input checked="" type="checkbox"/> A. <u>Focus</u>	narrowly maintained
<input checked="" type="checkbox"/> B. <u>Reasons</u>	significant; relevant to support thesis
<input checked="" type="checkbox"/> C. <u>Evidence</u>	significant; relevant & elaborated, supports reasons (3+)
<input checked="" type="checkbox"/> D. <u>Commentary</u>	presents & supports evidence
<input checked="" type="checkbox"/> E. <u>Message</u>	interesting; important; predictable; obvious
<input type="checkbox"/> Level 2: Basic	
<input type="checkbox"/> A. <u>Focus</u>	generally focused throughout
<input type="checkbox"/> B. <u>Reasons</u>	connected; do not adequately support the thesis
<input type="checkbox"/> C. <u>Evidence</u>	connected; does not adequately support reasons
<input type="checkbox"/> D. <u>Commentary</u>	implied; reader must infer support for evidence
<input type="checkbox"/> E. <u>Message</u>	present; needs interpretation to make sense
<input type="checkbox"/> Level 1: Below Basic	
<input type="checkbox"/> A. <u>Focus</u>	wanders; focus lost
<input type="checkbox"/> B. <u>Reasons</u>	do not support thesis; missing
<input checked="" type="checkbox"/> C. <u>Evidence</u>	does not support reasons; missing
<input type="checkbox"/> D. <u>Commentary</u>	does not support evidence; missing
<input type="checkbox"/> E. <u>Message</u>	missing or random thoughts

Organization	
<input type="checkbox"/> Level 4: Advanced	
<input type="checkbox"/> A. <u>Introduction</u>	uniquely presents thesis in context; draws reader in; strong sense of direction
<input type="checkbox"/> B. <u>Middle</u>	purposefully; logical pattern; clearly fit together with completeness
<input type="checkbox"/> C. <u>Transitions</u>	clearly provide cohesion that covers the bulk of the text; intentionally signals/implies relationship connections
<input type="checkbox"/> D. <u>Conclusion</u>	provides thought-provoking resolution, connection to the broader, or call for action
<input checked="" type="checkbox"/> Level 3: Proficient	
<input checked="" type="checkbox"/> A. <u>Introduction</u>	presents thesis in a context; provides reader with direction
<input checked="" type="checkbox"/> B. <u>Middle</u>	prepared in a logical pattern to show thesis and sense of completeness
<input checked="" type="checkbox"/> C. <u>Transitions</u>	are used to maintain, show, or signal connections
<input type="checkbox"/> D. <u>Conclusion</u>	ties up loose ends with consequences, connection to the broader, or call for action
<input type="checkbox"/> Level 2: Basic	
<input type="checkbox"/> A. <u>Introduction</u>	restates title or prompt; unclear; only a little sense of direction
<input type="checkbox"/> B. <u>Middle</u>	loosely patterned; outline-like
<input type="checkbox"/> C. <u>Transitions</u>	telling/sequencing connections
<input checked="" type="checkbox"/> D. <u>Conclusion</u>	limited; restates main points
<input type="checkbox"/> Level 1: Below Basic	
<input type="checkbox"/> A. <u>Introduction</u>	missing; no direction
<input type="checkbox"/> B. <u>Middle</u>	randomly or illogically ordered
<input type="checkbox"/> C. <u>Transitions</u>	incorrectly used; omitted; or repetitive
<input type="checkbox"/> D. <u>Conclusion</u>	missing restates introduction/topic; text abruptly ends

STYLE

3

Variety in **sentence** structure helps the paper usually flow smoothly, and **word choice** helps strengthen writing. The writer's **tone** shows commitment, and the audience is addressed; however, a livelier voice could lend support and add more interest.

CONVENTIONS

3+

Usage of standard English is nearly always correct, as well as **capitalization** and **punctuation**. **Spelling** is mostly correct on common and difficult words. **Paragraphs** are indicated correctly and clarify meaning.

Style

☐ Level 4: Advanced

- ☐ A. Sentences
- ☐ B. Word Choice
- ☐ C. Voice

vary **widely** in beginnings, length, and/or structure; flow **easily**; **cadence**; **invites** reading aloud
vivid; **precise**; **apt**; **memorable**; **natural &** never overdone;
various active verbs
engaging; **confident**; commitment; **takes a risk**; hooks reader;
audience/purpose **strongly** addressed

☒ Level 3: Proficient

- ☒ A. Sentences
- ☒ B. Word Choice
- ☒ C. Voice

vary in beginnings, length, and/or structure; **usually** flow smoothly; easily read aloud
specific; **strengthens** writing; **shows** use of **active** verbs
shows **commitment**; reader-writer interaction; tone attracts reader; audience/purpose **addressed**

☐ Level 2: Basic

- ☐ A. Sentences
- ☐ B. Word Choice
- ☐ C. Voice

have **some** variety in beginnings, length, and/or structure;
awkward; **troublesome** to read aloud
limited; does **not enhance**; thesaurus overload, **passive** verbs
distracted commitment; tone **inconsistent**; yet to be invited-in; audience/purpose is weak

☐ Level 1: Below Basic

- ☐ A. Sentences
- ☐ B. Word Choice
- ☐ C. Voice

are similar in beginnings, length, and/or structure; **no/minimal** "sentence sense", do **not invite** reading aloud
redundancy; incorrect/omission; **confuses**
lacking; **inadequate** commitment; boredom; audience/purpose **not addressed**

Conventions

☐ Level 4: Advanced *(According to grade-level expectations.)*

Good **command** of conventions; **applies** usage, spelling, and punctuation to **enhance** meaning; **may break rules** for style purposes.

☒ Level 3: Proficient *(According to grade-level expectations.)*

Competent use of conventions; **mostly** and **consistently** applies correct usage, spelling, and punctuation; errors do not interfere with meaning and/or readability

To proceed to level 3, grade-level expectations must be met.

☐ Level 2: Basic

Consistently applies usage, spelling, capitalization, punctuation and paragraphs; **minimal errors do not interfere** with meaning and/or readability.

☐ Level 1: Below Basic

Inconsistently applies usage, spelling, capitalization, punctuation and paragraphs, **errors interfere with** meaning and/or readability.

Everett Public Schools

Writing Annotations

Ninth Grade Mid-Year

PERSUASIVE PROMPT: Many people are concerned that the start time for high school is too early. The school board has suggested that the hours spent in school stay the same, but begin and end two hours later. For example, instead of starting at 7:30 am and ending at 2:00 pm, the school day would begin at 9:30 am and end at 4:00 pm. Write a multiple-paragraph letter to the school board, take a position on this proposal and persuade them to agree with your position.

CONTENT

3

Maintains a narrowed **focus** on the topic. Only one reason is stated and no evidence is present except the evidence in the introduction that we could infer links to the reason stated in the body paragraph. An insightful **message** goes beyond the obvious and draws upon personal experience.

ORGANIZATION

4-

The unique **introduction** as the writer describes "...a typical day in the typical life of a typical teenager..." draws the reader in with a strong sense of direction. Supporting ideas are purposefully **arranged** and **transitions** provide cohesion throughout the text: "Above is an example... Each minute of the day... Some would say..." A thought-provoking resolution provides finality at the **conclusion**.

<u>Content</u>	
<input type="checkbox"/> Level 4: Advanced	
<input type="checkbox"/> A. <u>Focus</u>	purposeful; concentrated throughout
<input type="checkbox"/> B. <u>Reasons</u>	purposeful; fully support thesis/position
<input type="checkbox"/> C. <u>Evidence</u>	purposeful; relevant; elaborated to fully support reasons; clarifies for reader
<input type="checkbox"/> D. <u>Commentary</u>	clarifies how evidence supports reasons
<input type="checkbox"/> E. <u>Message</u>	insightful; clarifies; goes beyond; anticipates questions
<input checked="" type="checkbox"/> Level 3: Proficient	
<input checked="" type="checkbox"/> A. <u>Focus</u>	narrowly maintained
<input checked="" type="checkbox"/> B. <u>Reasons</u>	significant; relevant to support thesis (3-)
<input checked="" type="checkbox"/> C. <u>Evidence</u>	significant; relevant & elaborated, supports reasons (3-)
<input checked="" type="checkbox"/> D. <u>Commentary</u>	presents & supports evidence
<input checked="" type="checkbox"/> E. <u>Message</u>	interesting; important; predictable; obvious
<input type="checkbox"/> Level 2: Basic	
<input type="checkbox"/> A. <u>Focus</u>	generally focused throughout
<input type="checkbox"/> B. <u>Reasons</u>	connected; do not adequately support the thesis
<input type="checkbox"/> C. <u>Evidence</u>	connected; does not adequately support reasons
<input type="checkbox"/> D. <u>Commentary</u>	implied; reader must infer support for evidence
<input type="checkbox"/> E. <u>Message</u>	present; needs interpretation to make sense
<input type="checkbox"/> Level 1: Below Basic	
<input type="checkbox"/> A. <u>Focus</u>	wanders; focus lost
<input type="checkbox"/> B. <u>Reasons</u>	do not support thesis; missing
<input checked="" type="checkbox"/> C. <u>Evidence</u>	does not support reasons; missing
<input type="checkbox"/> D. <u>Commentary</u>	does not support evidence; missing
<input type="checkbox"/> E. <u>Message</u>	missing or random thoughts

<u>Organization</u>	
<input checked="" type="checkbox"/> Level 4: Advanced	
<input checked="" type="checkbox"/> A. <u>Introduction</u>	uniquely presents thesis in context; draws reader in; strong sense of direction
<input type="checkbox"/> B. <u>Middle</u>	purposefully; logical pattern; clearly fit together with completeness
<input checked="" type="checkbox"/> C. <u>Transitions</u>	clearly provide cohesion that covers the bulk of the text; intentionally signals/implies relationship connections
<input checked="" type="checkbox"/> D. <u>Conclusion</u>	provides thought-provoking resolution, connection to the broader, or call for action
<input type="checkbox"/> Level 3: Proficient	
<input type="checkbox"/> A. <u>Introduction</u>	presents thesis in a context; provides reader with direction
<input checked="" type="checkbox"/> B. <u>Middle</u>	prepared in a logical pattern to show thesis and sense of completeness
<input type="checkbox"/> C. <u>Transitions</u>	are used to maintain, show, or signal connections
<input type="checkbox"/> D. <u>Conclusion</u>	ties up loose ends with consequences, connection to the broader, or call for action
<input type="checkbox"/> Level 2: Basic	
<input type="checkbox"/> A. <u>Introduction</u>	restates title or prompt; unclear; only a little sense of direction
<input type="checkbox"/> B. <u>Middle</u>	loosely patterned; outline-like
<input type="checkbox"/> C. <u>Transitions</u>	telling/sequencing connections
<input type="checkbox"/> D. <u>Conclusion</u>	limited; restates main points
<input type="checkbox"/> Level 1: Below Basic	
<input type="checkbox"/> A. <u>Introduction</u>	missing; no direction
<input type="checkbox"/> B. <u>Middle</u>	randomly or illogically ordered
<input type="checkbox"/> C. <u>Transitions</u>	incorrectly used; omitted; or repetitive
<input type="checkbox"/> D. <u>Conclusion</u>	missing restates introduction/topic; text abruptly ends

STYLE

4

Sentence structure flows easily and its wide variation invites oral reading: "What would they be forced to cut out? Their jobs? Their school work? Their friends and family? Maybe even their health?" **Word choice** strengthens the writing providing a colorful image: "to strip away two hours from our afternoons everyday is robbery." The writers' confidence is revealed in an engaging voice that strongly addresses the audience.

Style

☒ Level 4: Advanced

☒ A. Sentences

vary **widely** in beginnings, length, and/or structure; flow **easily**; **cadence**; **invites** reading aloud

☐ B. Word Choice

vivid; **precise**; **apt**; **memorable**; **natural &** never overdone; **various** active verbs

☒ C. Voice

engaging; **confident**; commitment; **takes a risk**; hooks reader; audience/purpose **strongly** addressed

☐ Level 3: Proficient

☐ A. Sentences

vary in beginnings, length, and/or structure; **usually** flow smoothly; easily read aloud

☒ B. Word Choice

specific; **strengthens** writing; **shows** use of **active** verbs

☐ C. Voice

shows **commitment**; reader-writer interaction; tone attracts reader; audience/purpose **addressed**

☐ Level 2: Basic

☐ A. Sentences

have **some** variety in beginnings, length, and/or structure; **awkward**; **troublesome** to read aloud

☐ B. Word Choice

limited; does **not enhance**; thesaurus overload, **passive** verbs

☐ C. Voice

distracted commitment; tone **inconsistent**; yet to be invited-in; audience/purpose is weak

☐ Level 1: Below Basic

☐ A. Sentences

are similar in beginnings, length, and/or structure; **no/minimal** "sentence sense", do **not invite** reading aloud

☐ B. Word Choice

redundancy; incorrect/omission; **confuses**

☐ C. Voice

lacking; **inadequate** commitment; boredom; audience/purpose **not addressed**

CONVENTIONS

3

Usage of standard English is nearly always correct, as well as **capitalization** and **punctuation**. **Spelling** is mostly correct for both common and difficult words. Paragraphs are indicated correctly and help clarify meaning.

Conventions

☐ Level 4: Advanced *(According to grade-level expectations.)*

Good **command** of conventions; **applies** usage, spelling, and punctuation to **enhance** meaning; **may break rules** for style purposes.

☒ Level 3: Proficient *(According to grade-level expectations.)*

Competent use of conventions; **mostly** and **consistently** applies correct usage, spelling, and punctuation; errors do not interfere with meaning and/or readability

To proceed to level 3, grade-level expectations must be met.

☐ Level 2: Basic

Consistently applies usage, spelling, capitalization, punctuation and paragraphs; **minimal errors do not interfere** with meaning and/or readability.

☐ Level 1: Below Basic

Inconsistently applies usage, spelling, capitalization, punctuation and paragraphs, **errors interfere with** meaning and/or readability.