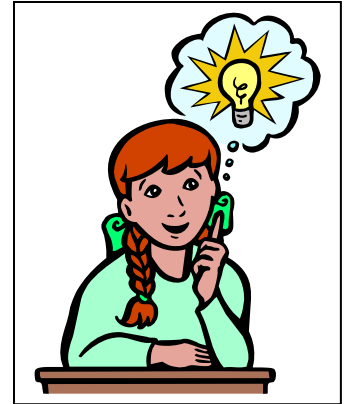


Ideas & Content



5-Focused, Clear & Specific

- A. I made sure my topic was small enough to handle.
"All about Baseball" was too big—I changed it to "How to Steal a Base."
- B. I made sure to *show* what happened ("The wildly spiraling tornado aimed straight for our barn") rather than *tell* what happened ("It was scary").
- C. I used accurate details.
- D. I know a lot about this topic, and when someone else reads it, they'll find out some new or little-known fact.
- E. The reader can easily answer the question "What is the point of this story?"
- F. I filled my paper with interesting tidbits that make it fun and lively.

3-Some Really Good Parts, Some Not There Yet

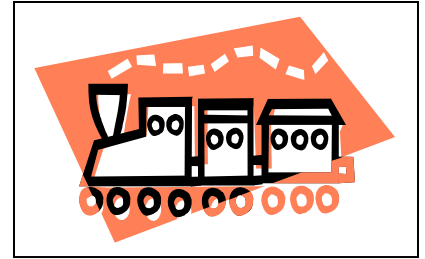
- A. I think my topic might be too big and I got bogged down trying to tell a little about a lot instead of a lot about a little.
- B. I did not support my topic with enough details.
- C. Some details are pretty general, like: "Her hat was nice."
- D. I know some things about this topic, but I could learn more.
- E. Sometimes I was very clear about what I meant, but other times it was still fuzzy.
- F. Some of the things I said are new, but other things everyone knows already.

1-Just Beginning to Figure Out What I Want to Say

- A. I'm still thinking aloud on paper. I'm looking for a good idea. Maybe I'll write about this, but then maybe I'll write about that...
- B. I haven't shared much information
- C. My details are so vague it is hard to picture anything.
- D. I don't know much about this topic
- E. Everything seems as important as everything else.
- F. My paper is filled with repetition or random thoughts.

*Adapted from Northwest Regional Educational Laboratory
by Area 3 Writing Project Teacher Consultants*

Organization



5-Clear and Compelling Direction

- A. My beginning grabs the reader's attention and gives clues about what is coming. (L)
- B. All my details are in the right place. (S)
- C. My pacing is well controlled; I know when to slow down and elaborate and when to pick up the pace and move on. (P)
- D. Transition words clearly show how my ideas are connected. (T)
- E. My conclusion leaves the reader with a sense of closure or resolution (C)
- E. My title is original.

3-Some Really Smooth Parts, Other Parts Need Work

- A. I have a beginning, but it really doesn't grab you or give clues about what is coming. (L)
- B. Some of my details are in the right spot, but some are out of place. (S)
- C. I've lingered too long on some details and gone too fast through others or there is very little attempt at pacing. (P)
- D. I need to use more transition words like "therefore, later, after" to connect sentences. (T)
- E. I have a conclusion but it just isn't the way I want it yet. I may have gone on too long or just tried to sum it up in a ho-hum way. (C)
- F. My title is predictable.

1-Not Shaped Yet

- A. There isn't really a beginning to my paper. It just kind of "takes off..." (L)
- B. My ideas seem scrambled, jumbled, disconnected. It's confusing. (S)
- C. I didn't pace my story. (P)
- D. I didn't use transition words to connect ideas. (T)
- E. Conclusion? Oops, I forgot. (C)
- F. My title doesn't match the story or there is no title.

L=Lead
S=Sequence
P=Pacing
T=Transitions
C=Conclusion

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Voice



5-Really Individual and Powerful

- A. Readers can tell I am talking right to them
- B. I'm not afraid to say what I really think.
You can tell that I wrote this. No one else sounds like this!
- C. I have put my personal stamp on this paper; it's really me!
- D. My paper is full of feelings and my reader will feel what I feel.
- E. My piece screams to be read aloud!

3-What I Truly Think and Feel Only Shows Up Sometimes

- A. My writing is pleasant but a little cautious.
- B. My writing is right on the edge of being funny, excited, scary or downright honest, but it's not there yet.
- C. My personality pokes through here and there but then gets covered up again.
- D. My feelings don't come through very strongly.
- E. Although readers will understand what I mean, it won't make them feel like laughing, crying or pounding on tables.

1-Not Yet Me

- A. My voice is flat: no highs, no lows.
- B. I'm not comfortable taking a risk by telling you what I really think.
I've taken the safest route by hiding my true feelings.
- C. I don't care who is reading my paper.
- D. My paper is lifeless.
- E. No point of view is reflected in the writing: zip, zero, zilch, nada!

Word Choice

WOW!!!!

tremendous

FABULOUS

Stupendous

GROUCHY

scampered

5-Extremely Clear, Visual, & Accurate

- A. All the words in my paper fit. Each one seems just right.
- B. Some of the words and phrases are so vivid that the reader won't be able to forget them.
- C. You won't find overdone, vague, or flowery language.
- D. My words are colorful, snappy, vital, brisk, and fresh.
- E. Look at all of my energetic verbs!

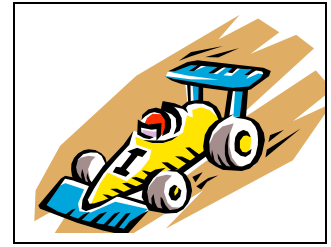
3-Correct, But Not Striking

- A. I used everyday words pretty well, but I didn't stretch for a new or better way to say things.
- B. My words aren't really specific. Instead of saying, "The sun went down", I should have said, "The sun sagged into the treetops." Better, juicer details were needed!
- C. Occasionally, I may have gone a bit overboard with words that tried to impress the reader.
- D. Some of my words are colorful and snappy.
- E. I could have used stronger verbs (for example, instead of "went" I could have used "raced").

1-Confusing, Misused Words, and Phrases Abound

- A. A lot of my words and phrases are vague, ("We liked to do things", "We were friends and stuff").
- B. My words don't make pictures yet ('Something neat happened', 'It was awesome').
- C. Some of my words are misapplication—Oops, I mean misused.
- D. My vocabulary is limited.
- E. Over and over I used the same words, over and over, and then over and over again, until my paper was over.

Sentence Fluency



5-Variied and Natural

- A. Sentences are well constructed.
- B. Some sentences are long and stretchy, while some are short and snappy.
- C. I used a variety of sentence beginnings.
- D. You can tell that I have good 'sentence sense', because my paper just flows from one sentence to another.
- E. It's easy to read my sentences aloud. I love the sound.

3-Routine and Functional

- A. My sentences get the job done.
- B. Most of my sentences are the same length. I need to mix up long and short sentences.
- C. My sentence beginnings are more alike than different.
- D. My paper doesn't flow as smoothly as it could; sometimes it sounds choppy or awkward.

1-Needs Work

- A. My sentences are very simple or basic.
- B. I use many short sentences and no longer sentences. There is no variety in sentence length.
- C. The sentence beginnings in my paper are so repetitive they might put my reader to sleep!
- D. As I read my paper, I have to go back, stop and read it over again just to figure out the sentences.
- E. Because there isn't enough "sentence sense" yet, this paper is difficult to read aloud, even with practice.

