|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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 |

**Grade 8 Instruction Writing Checklist**