

	1	2	3	4
Sentence Correctness	<ul style="list-style-type: none"> <li>• Little to no evidence of the ability to write correct sentences.</li> <li>• Numerous sentence errors occur.</li> <li>• Some errors are serious.</li> <li>• May be multiple errors in some sentences.</li> <li>• Errors may impede meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• Limited evidence of the ability to write correct sentences.</li> <li>• Sentence errors occur in some sentences.</li> <li>• Some errors may be serious.</li> <li>• Some fixes require rewriting.</li> <li>• Errors may be distracting and interfere with meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of the ability to write correct simple sentences.</li> <li>• Uses mostly simple sentences which are mostly correct.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Uses mainly longer sentences but some may contain minor errors.</li> <li>• May have some errors in longer sentences.</li> <li>• Most errors do not interfere with sentence sense or meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of the ability to write correct sentences.</li> <li>• Sentences are mostly correct.</li> <li>• Includes longer, more complicated sentences.</li> <li>• May have a very few minor errors in longer sentences.</li> <li>• Errors do not interfere with sentence sense.</li> </ul>
Language Usage	<ul style="list-style-type: none"> <li>• Numerous errors occur in grammar and word usage.</li> <li>• Some errors are serious.</li> <li>• Multiple errors may occur in some sentences.</li> <li>• Errors may impede understanding.</li> </ul>	<ul style="list-style-type: none"> <li>• Grammar and word usage errors occur.</li> <li>• May have some errors in each category or severe errors in one category.</li> <li>• Some fixes require rewriting.</li> <li>• Errors may be distracting.</li> </ul>	<ul style="list-style-type: none"> <li>• Grammar and word usage errors may occur.</li> <li>• Most errors are minor and easily fixed.</li> <li>• Most fixes are of the one word variety.</li> </ul>	<ul style="list-style-type: none"> <li>• Grammar and word usage is mostly correct.</li> <li>• May have a very few minor errors.</li> </ul>

	1	2	3	4
Mechanics	<ul style="list-style-type: none"> <li>Punctuation, capitalization and/or spelling errors occur.</li> <li>May have many basic errors in a short essay</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>Many different kinds of errors in a longer essay.</li> <li>Errors may impede understanding.</li> </ul>	<ul style="list-style-type: none"> <li>Punctuation, capitalization and/or spelling errors occur.</li> <li>May have some errors in each category or</li> <li>A density of errors in one category.</li> <li>Errors may be distracting.</li> </ul>	<ul style="list-style-type: none"> <li>Some punctuation, capitalization and/or spelling errors may occur, but are minor and easily fixed.</li> <li>Many sentences have no errors.</li> </ul>	<ul style="list-style-type: none"> <li>Punctuation, capitalization and spelling are mostly correct.</li> <li>Most sentences have no errors.</li> </ul>
Presentation of Ideas	<ul style="list-style-type: none"> <li>Little to no evidence of a plan.</li> <li>May have introductory sentence that is like an answer to the "question".</li> <li>May use "and" or "also" to list ideas or information.</li> <li>May use a transition or two but without real meaning or effect.</li> <li>Focus may be limited or severely disrupted.</li> </ul>	<ul style="list-style-type: none"> <li>Limited evidence of an overall plan, but some clear logic to the presentation of ideas information.</li> <li>May have beginning or ending.</li> <li>Provides some connections or transitions between sentences and ideas.</li> <li>Focus may be disrupted.</li> </ul>	<ul style="list-style-type: none"> <li>Some evidence of a plan for presenting ideas and information.</li> <li>Identifiable beginning and ending.</li> <li>Some transitions used to introduce and order ideas and information.</li> <li>Focus mostly sustained.</li> </ul>	<ul style="list-style-type: none"> <li>Strong evidence of a plan for presenting ideas and information.</li> <li>Introduction conclusion. Transitions used to introduce and order ideas and information.</li> <li>Sustained focus and overall cohesiveness.</li> </ul>