

	Focus	Elaboration	Organization	Integration
6	<ul style="list-style-type: none"> <li>Subject and unifying event clear and maintained with the event commented upon by the end of the composition</li> <li>Reactions are relevant to unifying event</li> <li>Has effective closing</li> </ul>	<ul style="list-style-type: none"> <li>All major episodes/reactions developed by specific detail</li> <li>Some episodes and reactions may be developed with more detail than others (not necessarily balanced or even)</li> <li>Development in depth</li> <li>Word choice enhances specificity</li> <li>Voice is appropriate for topic, purpose, and audience</li> </ul>	<ul style="list-style-type: none"> <li>Narrative structure is clear – sequence of episodes moves through time with a beginning, a middle, and an ending without noticeable gaps</li> <li>Most major episodes appropriately paragraphed</li> <li>Coherence and cohesion demonstrated with effective devices (e.g., transitions, pronouns, parallel structure, etc.)</li> <li>Varied sentence structure and/or word choice produce cohesion</li> </ul>	<ul style="list-style-type: none"> <li>Fully-developed composition for grade level</li> <li>Clear and purposeful Focus; in-depth, balanced Elaboration; sequence of episodes is coherently and cohesively developed throughout the composition</li> </ul>
5	<ul style="list-style-type: none"> <li>Subject and unifying event clear and maintained with the event commented upon by the end of the composition</li> <li>Reactions are present, most are relevant to unifying event</li> <li>Has closing</li> </ul>	<ul style="list-style-type: none"> <li>Most episodes/reactions developed by specific detail; some may be general</li> <li>Some depth</li> <li>Word choice may enhance specificity</li> <li>Voice may be appropriate for topic, purpose, and audience</li> </ul>	<ul style="list-style-type: none"> <li>Narrative structure is evident – sequence of episodes moves through time with a beginning, a middle, and an ending with few gaps</li> <li>Most major episodes appropriately paragraphed</li> <li>Coherence and cohesion demonstrated with most transitional devices appropriate (not redundant or intrusive)</li> <li>Coherence may depend on holistic structure (e.g., chronology)</li> <li>May include minor digressions</li> <li>Some varied sentence structure and/or word choice produce cohesion</li> </ul>	<ul style="list-style-type: none"> <li>Developed composition for grade level</li> <li>All features are not equally well-developed throughout the composition</li> </ul>
4	<ul style="list-style-type: none"> <li>Subject and unifying event clear and maintained</li> <li>Reactions are present, but still may be implied</li> <li>May lack closing</li> </ul>	<ul style="list-style-type: none"> <li>Some episodes/reactions developed by specific detail; some may be general</li> <li>Sufficient Elaboration but has limited depth</li> <li>Voice may be present but inconsistent</li> </ul>	<ul style="list-style-type: none"> <li>Narrative structure is evident – sequence of episodes moves through time with a beginning, a middle, and an ending</li> <li>Some appropriate paragraphing</li> <li>Some evidence of coherence (paragraph to paragraph) and cohesion (sentence to sentence); may depend on holistic structure (e.g., chronology)</li> <li>If present, transitions may be simplistic, but not intrusive</li> <li>May include minor digressions</li> </ul>	<ul style="list-style-type: none"> <li>Bare-bones-developed composition for grade level</li> <li>Simple and clear, presenting nothing more than the essentials</li> <li>Limited depth</li> </ul>
3	<ul style="list-style-type: none"> <li>Subject clear, but unifying event is not; reader can infer unifying event</li> <li>Multiple events without unifying umbrella statement</li> <li>No reactions – or reactions are inappropriate to subject/event</li> <li>Lacks sufficiency to demonstrate a developed Focus</li> </ul>	<ul style="list-style-type: none"> <li>A list of episodes and/or reactions that may have some extensions</li> <li>May be mostly general</li> <li>Lacks sufficiency to demonstrate developed Elaboration</li> <li>No evidence of suitable voice</li> </ul>	<ul style="list-style-type: none"> <li>Noticeable narrative structure but the reader must infer it; movement through time with significant gaps</li> <li>May evidence some inappropriate paragraphing</li> <li>May include inappropriate transitions that disrupt progression of ideas</li> <li>May have major digressions</li> <li>Lacks sufficiency to demonstrate developed Organization</li> </ul>	<ul style="list-style-type: none"> <li>Partially developed</li> <li>Some (or one) of the feature(s) are not sufficiently formed but all are present</li> <li>Inference is usually required</li> </ul>

	Focus	Elaboration	Organization	Integration
<b>2</b>	<ul style="list-style-type: none"> <li>Subject and event may be vague or lack clarity</li> <li>Unrelated ideas or major drift from Focus</li> <li>No reactions</li> <li>Off-mode response (NOT narrative structure showing a sequence through time)</li> <li>Insufficient writing to determine that the subject and/or unifying event can be maintained</li> </ul>	<ul style="list-style-type: none"> <li>A list of episodes or reactions</li> <li>There may be insufficient writing to determine that Elaboration can be maintained</li> </ul>	<ul style="list-style-type: none"> <li>Structure attempted but may not be narrative (Off-mode)</li> <li>Limited evidence of understanding paragraphing</li> <li>Lacks purposeful ordering of sentences (e.g., sentences could be arranged in almost any order)</li> <li>Insufficient writing to determine that Organization can be sustained</li> </ul>	<ul style="list-style-type: none"> <li>Attempts to address the assignment, but only rudiments of techniques for forming Focus, Elaboration, and Organization can be detected</li> <li>Some confusion and/or disjointedness</li> <li>Lacks narrative structure</li> <li>May be insufficient writing to determine that the features can be maintained</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>Subject and event may be absent, or if present, may be limited or confusing</li> <li>Insufficient writing to show that criteria are met</li> </ul>	<ul style="list-style-type: none"> <li>Elaboration absent or confusing</li> <li>Insufficient writing to show that criteria are met</li> </ul>	<ul style="list-style-type: none"> <li>Confusing; little or no attempt at structure</li> <li>Little or no evidence of understanding paragraphing</li> <li>Insufficient writing to show that criteria are met</li> </ul>	<ul style="list-style-type: none"> <li>Does not fulfill the assignment; barely deals with the topic; or does not present most or all of the features</li> <li>Insufficient writing to show that criteria are met</li> </ul>

### Conventions

<b>3</b>	<ul style="list-style-type: none"> <li>Strong knowledge of Conventions is demonstrated</li> <li>Standards of punctuation, capitalization, and spelling are consistently followed – may have minor lapses</li> <li>May have minor errors in usage and sentence formation</li> <li>A variety of sentence structures is evident</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>Partial knowledge of Conventions is evident</li> <li>Severity and density of errors constitute a noticeable pattern</li> <li>Little attempt at varying sentence structures</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>Little or no discernable knowledge of Conventions</li> <li>Severity and density of errors is such that meaning is impaired</li> <li>Sentence structure is simplistic or in error</li> </ul>