## Academic Expectation 3: Connect with others through various modes of communication, specifically *written communication.*

<table>
<thead>
<tr>
<th></th>
<th>4 Exceeds Standard</th>
<th>3 Meets Standard</th>
<th>2 Working Towards Standard</th>
<th>1 Does Not Meet Standard</th>
</tr>
</thead>
</table>
| **Ideas & Content**    | • Exceptionally clear, original, focused, and engaging with relevant, strong supporting detail  
  • Shows deep knowledge of and consideration of the subject matter | • Clear, focused, interesting ideas with appropriate detail  
  • Shows mature knowledge of and consideration of the subject matter | • Purpose and main idea may be unclear and cluttered by irrelevant detail  
  • Some support may be general or limited  
  • Shows some knowledge of and consideration of the subject matter | • Lacks central idea; development is minimal or non-existent  
  • Shows minimal or no knowledge of and consideration of the subject matter |
| **Organization**       | • Strong, meaningful order and structure enhanced by thoughtful transitioning  
  • Paragraphs have topic and concluding sentences with appropriate illustration and example in the body of each | • Organization is appropriate, with needed transitional devices present.  
  • Most paragraphs are properly constructed with topic and concluding sentences and appropriate support | • Attempts at organization; may at times be a “list” of events. Transitions are often lacking.  
  • Some paragraphs are properly constructed | • Lack of coherence; confusing; hard to follow  
  • Little or no identifiable structure to paragraphs or to the whole |
| **Voice**              | • Expressive, engaging, sincere  
  • Always appropriate to audience and purpose  
  • Shows emotion: humor, honesty, suspense or life where appropriate | • Writing is clear but may lack originality or seem mechanical  
  • Generally appropriate to audience and purpose | • Writing is sometimes verbose, wordy, and/or unnatural  
  • Sometimes not appropriate to audience and purpose | • Writing is often verbose, wordy, and/or unnatural  
  • Shows little or no sense of audience or purpose |
| **Word Choice**        | • Language is always precise and appropriate  
  • Uses strong, fresh images | • Descriptive, broad range of words  
  • Word choice energizes writing | • Wording is correct but mundane  
  • Sometimes monotonous or repetitious | • Wording is imprecise, vocabulary is often misused, and poor word choice impedes reader’s comprehension |
| **Sentence Fluency**   | • Sentences show a high degree of craftsmanship  
  • Sentences patterns are varied and effective  
  • Punctuation enhances meaning for the reader | • Sentence structure is always correct  
  • Sentence patterns show some variety  
  • Punctuation is always correct | • One or more sentences lack correct structure  
  • Sentences are choppy or wandering  
  • Sentence patterns show little variety  
  • There are errors in punctuation | • Sentences often disjointed, confusing, and rambling  
  • The writing is difficult to follow  
  • There are several run-ons and/or fragments |
| **Conventions**        | • Exceptionally strong control of conventions  
  Errors are few and minor | • Control of most writing conventions  
  • Occasional errors do not interfere with understanding | • Limited control of conventions; frequent errors detract from content | • Frequent significant errors may impede readability |