**Writing Scoring Guide**

**Grade 6**

**4 Points**

The paper:

• Has an effective beginning, middle, and end.

• Uses paragraphing appropriately.

• Contains a strong controlling idea; sticks to topic

• Progresses in a logical order.

• Uses effective cohesive devices (such as transitions, repetition, pronouns, parallel structure) between and/or within paragraphs.

• Clearly addresses the topic and provides specific and relevant details/examples.

• Uses precise and vivid language.

• Contains sentences that are clear and varied in structure.

• Effectively uses writing techniques (such as imagery, humor, point of view, voice).

• Clearly shows an awareness of audience and purpose.

• Contains few errors in grammar/usage, punctuation, capitalization, and/or spelling.

**3 Points**

The paper:

• Has a beginning, middle, and end.

• Uses paragraphing.

• Contains a controlling idea.

• Generally progresses in a logical order.

• May use cohesive devices. (Transitional Words)

• Addresses the topic and uses relevant details/examples.

• Uses language that is usually precise.

• Contains sentences that are clear and show some variety in structure.

• Uses writing techniques.

• Shows an awareness of audience and purpose.

• May contain errors in grammar/usage, punctuation, capitalization, and/or spelling that are not distracting to the reader.

**2 Points**

The paper:

• Has evidence of a beginning, middle, and end.

• Shows evidence of paragraphing.

• Contains some sense of direction, but may lack focus.

• May not progress in a logical order.

• At times seems awkward and lacks cohesion.

• Addresses the topic, but may contain some details that are not relevant.

• May use imprecise language.

• Contains sentences that are generally clear, but lack variety in structure.

• May use writing techniques.

• Shows some awareness of audience and purpose.

• Contains errors in grammar/usage, punctuation, capitalization, and/or spelling that may be distracting to the reader.

**1 Point**

The paper:

• May lack evidence of a beginning, middle, and/or end.

• May lack evidence of paragraphing.

• Is difficult to follow and lacks focus.

• Does not progress in a logical order, and may digress to unrelated topics.

• Is awkward and lacks cohesion.

• May address the topic, but lacks details.

• Uses imprecise language.

• Contains sentences that are unclear and lack variety in structure.

• Does not use writing techniques.

• Shows little or no awareness of audience or purpose.

• Contains repeated errors in grammar/usage, punctuation, capitalization and/or spelling that are distracting to the reader.