

## GENERAL EDUCATION GOAL: WRITTEN COMMUNICATION

**Outcome: Student uses accurate mechanics and grammar.**

**STUDENT ID#** \_\_\_\_\_

	<b>EXEMPLARY (4)</b>	<b>ACCOMPLISHED (3)</b>	<b>DEVELOPING (2)</b>	<b>BEGINNING (1)</b>	<b>Score</b>
<b>MECHANICS:</b>					
<b>SPELLING</b>	Writing sample is virtually free of spelling errors: no more than 1 error found.	Contains only occasional spelling errors: 2-3 errors found.	Contains several (mostly common) spelling errors: 4-8 errors found, and impedes reading.	Contains more than 8 spelling errors which severely interfere with meaning.	
<b>PUNCTUATION</b>	Writing sample is virtually free of punctuation errors: no more than 1 error found.	Contains only occasional punctuation errors: 2-3 errors found throughout the writing sample.	Contains several punctuation errors: 4-8 errors found.	Contains more than 8 punctuation errors.	
<b>CAPITALIZATION</b>	Writing sample is virtually free of capitalization errors: no more than 1 error found.	Contains only occasional capitalization errors: 2-3 errors found throughout the writing sample.	Contains several capitalization errors: 4-8 errors found.	Contains more than 8 capitalization errors.	
<b>GRAMMAR:</b>					
<b>VERB TENSE</b>	Writing sample is virtually free of verb tense errors: no more than 1 error found.	Contains only occasional verb tense errors: 2-3 errors found.	Contains several verb tense errors: 4-8 errors found, and impedes reading.	Contains more than 8 serious verb tense errors which severely interfere with meaning.	
<b>SUBJECT VERB AGREEMENT</b>	Writing sample is virtually free of subject verb agreement errors: no more than 1 error found.	Contains only occasional subject verb agreement errors: 2-3 errors found.	Contains several subject verb agreement errors: 4-8 errors found, and impedes reading.	Contains more than 8 subject verb agreement errors which severely interfere with meaning.	
<b>RUN-ON SENTENCES</b>	Writing sample is virtually free of run-on errors: no more than 1 error found.	Contains only occasional run-on errors: 2-3 errors found.	Contains several run-on errors: 4-8 errors found, and impedes reading.	Contains more than 8 run-on errors which severely interfere with meaning.	
<b>COMMA SPLICES</b>	Writing sample is virtually free of comma splice errors: no more than 1 error found.	Contains only occasional comma splice errors: 2-3 errors found.	Contains several comma splice errors: 4-8 errors found, and impedes reading.	Contains more than 8 comma splice errors which severely interfere with meaning.	
<b>FRAGMENTS</b>	Writing sample is virtually free of fragment errors: less than no more than 1 error found.	Contains only occasional fragment errors: 2-3 errors found.	Contains several fragment errors: 4-8 errors found, and impedes reading.	Contains more than 8 fragment errors which severely interfere with meaning.	
	<b>EXEMPLARY (4)</b>	<b>ACCOMPLISHED (3)</b>	<b>DEVELOPING (2)</b>	<b>BEGINNING (1)</b>	

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<b>IDEA &amp; CONTENT</b>	Writes clearly and with focus; relevant details support the central theme.	Maintains a clear focus throughout the paper with sufficient appropriate details indicating awareness, knowledge and insight.	Partially focuses on topic with minimal or no support of position. Writing is basic—too general for the reader to develop a clear understanding.	Writes with unclear purpose. Does not clearly define or support position on topic. Uses limited or disconnected details that disrupt the unity of the paper.	
<b>ORGANIZATION/ STRUCTURE</b>	Provides clear introduction and reinforcing conclusion. Orders writing logically with effective transitions, providing sufficient information in the appropriate places.	Supports thesis and purpose through organization and paragraphing; most transitions are appropriate, but sequence of ideas may need improvement. Reiterates introductory elements in conclusion.	Writes with some signs of logical organization; may include abrupt or illogical shifts and ineffective flow of ideas. Makes few transitions between ideas.	Writes with organization that is unclear or inappropriate to the thesis; lacks transitions between ideas.	
<b>SENTENCE FLUENCY</b>	Correctly and creatively uses full variety of sentence structures. Sentences invite expressive reading.	Includes words that are necessary for clear meaning. Varies beginning, length and structure of sentences which sound smooth and rhythmic when read aloud.	Writes sentences containing some unnecessary words but with fairly close meaning. Provides some variety in sentence beginning, length and structure that follow a predictable pattern and rhythm when read aloud.	Writes sentences containing unnecessary words that detract from the meaning. Constructs sentences that lack variety in beginning, length and structure, and that lack rhythm and pattern when read aloud.	
	<b>EXEMPLARY (4)</b>	<b>ACCOMPLISHED (3)</b>	<b>DEVELOPING (2)</b>	<b>BEGINNING (1)</b>	<b>/44</b>

<p>COMMENTS:</p>          
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