RUBRICS,
based on 6+1 Traits,
for the Original Proposal of the
Alternative Language Arts Assessment

For each of the five paragraph types, there is one rubric for the graphic organizer, and one rubric for the written paragraph.

→The graphic organizer is assessed for the trait of content/ideas.

→The written paragraph is assessed for the traits of organization, content/ideas, word choice, conventions, and presentation.

Because the content/ideas is assessed in both, we generally use only the rubric for the written paragraph, rather than for both the written paragraph and the graphic organizer.

For each of the paragraph types below, there are three pages of rubrics. The first two are meant to be copied back-to-back (one double-sided paper), and be used as the rubric for the written paragraph. The third page is for the graphic organizer, and is often not used at all.

The only difference between the rubrics for the different paragraph types is the traits of organization and content/ideas. The backside of the rubric – assessing the traits of word choice, conventions, and presentation – stays the same for every paragraph type. The reason that the traits of organization and content/ideas change is that they are customized to the purpose of the paragraph, with the hope that it makes it easier for the student to use themselves.

These rubrics have been revised many times, to the point that I'm not completely certain these are even the most current revisions. Each time a rubric is used, it is easy to find room for improvements!

Click on a paragraph type to see its set of rubrics:

1. **Problem – Solution**

2. **Cause Effect**

3. **Character Trait: Most Important Trait**

4. **Character Trait: Change over Time**

5. **Main Idea – Detail**

6. **Compare – Contrast**

THIRD GRADE RUBRIC: PROBLEM – SOLUTION PARAGRAPH

		EXEMPLARY "4"	PROFICIENT "3"	DEVELOPING "2"	UNSATISFACTORY "1"
ORGANIZATION		First sentence introduces the book and what it is generally about.	First sentence introduces the book.		First sentence does not introduce the book.
		Second sentence states the problem.	The problem is stated in the Introductory Sentence.	Problem is not explained before the events are described.	The problem is not explained.
		Events are listed in order.	One event is out of order.	More than one event is out of order.	There are no events.
		Solution follows the events and comes before the concluding sentence.	Solution follows the events and is the last sentence in the paragraph.	Solution is in the wrong place (doesn't follow events).	The solution is not explained.
		Concluding sentence is the last sentence and ties back to the first sentence.	Attempt at a concluding sentence but it doesn't tie back to first sentence.		No concluding sentence, or it is not accurate.
Content/Ideas (Graphic Organizer)		Introductory Sentence introduces the book and effectively sets up the paragraph.	Introductory Sentence introduces the book with some attempt to set up the paragraph.	Introductory Sentence introduces the book but gives too much information or no information at all.	Book is not introduced, or information is not accurate in the Introductory Sentence.
		Problem is clearly explained.	Problem is explained.	Problem is not clear.	Problem is inaccurate or missing.
		All important events are included.	Most important events are included.	More than one important event is missing.	There are no events **OR** an event is not accurate.
		All events are clearly important to solving the problem. They either help solve the problem, or they are a little problem that has to be overcome before the story's main problem can be solved.	Most events are important to solving the problem.	More than one event is not important to the problem or how the problem gets solved.	Most events have nothing to do with the problem or how it gets solved, or an event is not accurate.
		It is clear how one event leads to the next. Additional sentences may be used to explain how the events lead from one to another.	The events are clearly stated, but it is a little unclear how one leads to the next.	Most of the events are separate and unrelated, and it is unclear how they are connected in the story.	The events have nothing to do with each other.
		Solution clearly matches the problem.	Solution matches the problem but could be written more clearly.	Solution is true but doesn't have anything to do with the problem (doesn't match).	No solution, **OR** the solution is not a true statement.

	EXEMPLARY "4"	PROFICIENT "3"	DEVELOPING "2"	UNSATISFACTORY "1"
WORD CHOICE	A variety of "transitional words" are used. All are used effectively. (first, then, next, after that, last, finally, later)	A few "transitional words" are used. All are used effectively.	Some "transitional words" are used. Not all are used effectively.	No attempt at using "transitional words."
	Uses many juicy words. All are used correctly.	A small number of juicy words are used. All are used correctly.	Some juicy words are used correctly.	No attempt at juicy words.
CONVENTIONS	All capitals are used correctly.	Most capitals are used correctly.	Some capitals are used correctly.	Lack of capitals makes the writing difficult to read.
	All punctuation is used correctly.	Most punctuation is used correctly.	Some punctuation is used correctly.	Lack of punctuation makes the writing difficult to read.
	All grammar is correct.	Most grammar is correct.	Some grammar is correct.	Lack of correct grammar makes the writing difficult to read.
	All spelling is correct.	Most spelling is correct.	Some spelling is correct.	Lack of correct spelling makes the writing difficult to read.
PRESENTATION	First line is indented, and all other lines make a straight edge.	First line is indented, but other lines do not make a straight edge.	First line is not indented. Other lines make a straight left edge.	First line is not indented. Lines do not make a straight left edge.
	Handwriting is very neat ("best handwriting") and there is space between words.	Handwriting is readable but could be neater. There is space between words.	Handwriting is sloppy. There is space between words.	No space between words. **OR** Handwriting is difficult to read.

THIRD GRADE RUBRIC: PROLEM-SOLUTION GRAPHIC ORGANIZER

Name _____ Date _____

Title _____

Content Score _____   Mechanics Score: _____

	EXEMPLARY "4"	PROFICIENT "3"	DEVELOPING "2"	UNSATISFACTORY "1"
PROBLEM	Problem is clearly explained.	Problem is explained.	Problem is not clear.	Problem is inaccurate or missing.
EVENTS	All important events are included.	Most important events are included.	More than one important event is missing.	There are no events **OR** an event is not accurate.
EVENTS	All events are clearly important to solving the problem. They either help solve the problem, or they are a little problem that has to be overcome before the story's main problem can be solved.	Most events are important to solving the problem.	More than one event is not important to the problem or how the problem gets solved.	Most events have nothing to do with the problem or how it gets solved.
EVENTS	It is clear how one event leads to the next. Additional sentences may be used to explain how the events lead from one to another.	The events are clearly stated, but it is a little unclear how one leads to the next.	Most of the events are separate and unrelated, and it is unclear how they are connected in the story.	The events have nothing to do with each other.
SOLUTION	Solution clearly matches the problem.	Solution matches the problem but could be written more clearly.	Solution is true but doesn't have anything to do with the problem (doesn't match).	No solution, **OR** the solution is not a true statement.
CONVENTIONS	All capitals are used correctly.	Most capitals are used correctly.	Some capitals are used correctly.	Lack of capitals makes the writing difficult to read.
CONVENTIONS	All spelling is correct.	Most spelling is correct.	Some spelling is correct.	Lack of correct spelling makes the writing difficult to read.

THIRD GRADE RUBRIC: CAUSE – EFFECT PARAGRAPH

Name _____ Date _____

Content/Organization Score: _____ Mechanics Score: _____

	EXEMPLARY "4"	PROFICIENT "3"	DEVELOPING "2"	UNSATISFACTORY "1"
ORGANIZATION	First sentence introduces the story, character, and what changes.	First sentence introduces the story, character, and change. (In the story _____, _____ changes.)	First sentence only introduces 2 of these 3 elements: story, character, change	First sentence only introduces one of the elements, or none at all.
	The second sentence tells what _____ was like BEFORE being changed. (In the beginning…)	The second sentence tells what _____ was like, but it is not clear if this was at the beginning or ending of the story (before being changed or after being changed).		No "Before" sentence, or it is not accurate.
	Events are listed in order.	One event is out of order.	More than one event is out of order.	There are no events.
	The "After" sentence follows the events. (This sentence tells what _____ was like AFTER being changed. (At the end…)	The "After" sentence follows the events, but it is not clear if this was at the beginning or ending of the story (before being changed or after being changed)		No "After" sentence, or it is not accurate.
	Concluding sentence ties back to the first sentence – restates the change.	Attempt at a concluding sentence but may not tie back to first sentence or restate the change.		No concluding sentence, or it is not accurate.
CONTENT/IDEAS	All important events are included.	Most important events are included.	More than one important event is missing.	An event is not accurate.
	All events help explain why and how _____ changes from BEFORE to AFTER.	Some of the events are not necessary. They do not help prove how and why the _____ changes from BEFORE to AFTER.	Most of the events are not necessary.	The events do not explain how and why _____ changes from BEFORE to AFTER.
	It is clear how one event leads to the next. Additional sentences may be used to explain how the events lead from one to another.	The events are clearly stated, but it is a little unclear how one leads to the next.	Most of the events are separate and unrelated, and it is unclear how they are connected in the story.	The events have nothing to do with each other.

	EXEMPLARY "4"	PROFICIENT "3"	DEVELOPING "2"	UNSATISFACTORY "1"
WORD CHOICE	A variety of "transitional words" are used. All are used effectively. (so, also, therefore, in addition, now, instead, however, even though, first, next, then, after that, last, finally)	A few "transitional words" are used. All are used effectively.	Some "transitional words" are used. Not all are used effectively.	No attempt at using "transitional words."
	Uses many juicy words. All are used correctly.	A small number of juicy words are used. All are used correctly.	Some juicy words are used correctly.	No attempt at juicy words.
CONVENTIONS	All capitals are used correctly.	Most capitals are used correctly.	Some capitals are used correctly.	Lack of capitals makes the writing difficult to read.
	All punctuation is used correctly.	Most punctuation is used correctly.	Some punctuation is used correctly.	Lack of punctuation makes the writing difficult to read.
	All grammar is correct.	Most grammar is correct.	Some grammar is correct.	Lack of correct grammar makes the writing difficult to read.
	All spelling is correct.	Most spelling is correct.	Some spelling is correct.	Lack of correct spelling makes the writing difficult to read.
PRESENTATION	First line is indented, and all other lines make a straight edge.	First line is indented, but other lines do not make a straight edge.	First line is not indented. Other lines make a straight left edge.	First line is not indented. Lines do not make a straight left edge.
	Handwriting is very neat ("best handwriting") and there is space between words.	Handwriting is readable but could be neater. There is space between words.	Handwriting is sloppy. There is space between words.	No space between words. **OR** Handwriting is difficult to read.

Name _____ Date _____

THIRD GRADE RUBRIC: CHARACTER ANALYSIS (MOST IMPORTANT TRAIT)

Content/Organization Score: _____   Mechanics Score: _____

	EXEMPLARY "4"	**PROFICIENT "3"**	**DEVELOPING "2"**	**UNSATISFACTORY "1"**
ORGANIZATION	First sentence introduces character, one most important trait, and some connection between character and trait.	First sentence introduces character and one most important trait.	First sentence introduces either the character or the most important trait, but not both.	First sentence does not tell what the paragraph is going to be about.
	All events are listed in order.	Most of the events are listed in order.	Some of the events are listed in order.	None of the events are listed in order.
	Concluding sentence ties back to the first sentence.	Attempt at a concluding sentence but it doesn't tie back to first sentence.		No concluding sentence, or concluding sentence is not accurate.
CONTENT/IDEAS (GRAPHIC ORGANIZER)	All important events are included.	Most important events are included.	More than one important event is missing.	There are no events, **OR** an event is not accurate.
	All events prove the one important trait.	Most events prove the one important trait.	Some events prove the one important trait.	None of the events prove the most important trait, or an event is not accurate.

	EXEMPLARY "4"	PROFICIENT "3"	DEVELOPING "2"	UNSATISFACTORY "1"
WORD CHOICE	A variety of "transitional words" are used. All are used effectively. (so, also, therefore, in addition, now, instead, however, even though, first, next, then, after that, last, finally)	A few "transitional words" are used. All are used effectively.	Some "transitional words" are used. Not all are used effectively.	No attempt at using "transitional words."
	Uses many juicy words. All are used correctly.	A small number of juicy words are used. All are used correctly.	Some juicy words are used correctly.	No attempt at juicy words.
CONVENTIONS	All capitals are used correctly.	Most capitals are used correctly.	Some capitals are used correctly.	Lack of capitals makes the writing difficult to read.
	All punctuation is used correctly.	Most punctuation is used correctly.	Some punctuation is used correctly.	Lack of punctuation makes the writing difficult to read.
	All grammar is correct.	Most grammar is correct.	Some grammar is correct.	Lack of correct grammar makes the writing difficult to read.
	All spelling is correct.	Most spelling is correct.	Some spelling is correct.	Lack of correct spelling makes the writing difficult to read.
PRESENTATION	First line is indented, and all other lines make a straight edge.	First line is indented, but other lines do not make a straight edge.	First line is not indented. Other lines make a straight left edge.	First line is not indented. Lines do not make a straight left edge.
	Handwriting is very neat ("best handwriting") and there is space between words.	Handwriting is readable but could be neater. There is space between words.	Handwriting is sloppy. There is space between words.	No space between words. **OR** Handwriting is difficult to read.

THIRD GRADE RUBRIC: CHARACTER TRAIT GRAPHIC ORGANIZER
(MOST IMPORTANT TRAIT)

Name _____ Date _____

Title _____

Content Score _____   Mechanics Score: _____

	EXEMPLARY "4"	PROFICIENT "3"	DEVELOPING "2"	UNSATISFACTORY "1"
EVIDENCE	All important events are included.	Most important events are included.	More than one important event is missing.	There are no events, **OR** an event is not accurate.
	All events prove the one important trait.	Some events don't prove the one important trait.	Most events don't prove the one important trait.	None of the events prove the most important trait.
	All events are listed in order.	Most of the events are listed in order.	Some of the events are listed in order.	None of the events are listed in order.
CONVENTIONS	All capitals are used correctly.	Most capitals are used correctly.	Some capitals are used correctly.	Lack of capitals makes the writing difficult to read.
	All spelling is correct.	Most spelling is correct.	Some spelling is correct.	Lack of correct spelling makes the writing difficult to read.

Name _____ Date _____

THIRD GRADE RUBRIC: CHARACTER ANALYSIS (CHANGE OVER TIME)

Content/Organization Score: _____   Mechanics Score: _____

	EXEMPLARY "4"	PROFICIENT "3"	DEVELOPING "2"	UNSATISFACTORY "1"
ORGANIZATION	First sentence introduces character and the change from one trait to another	First sentence introduces character and character trait, but does not say that the character will change.	First sentence introduces character.	First sentence does not tell what the paragraph is going to be about, or information is not accurate.
	Second sentence tells character's beginning trait and why (might be character's problem)	Second sentence tells character's beginning trait but doesn't say why.	Second sentence tells character's problem but no character trait.	There is no sentence that tells about character's beginning trait.
	All events are listed in order.	Most of the events are listed in order.	Some of the events are listed in order.	None of the events are listed in order.
	Following events, sentence tells character's ending trait and why (might be character's solution)	Following events, sentence tells character's ending trait but doesn't say why.	Following events, sentence tells character's solution but no character trait.	There isn't a sentence that explains character's ending trait.
	(This may be the same sentence as the previous row, or a separate sentence.) Concluding sentence ties back to the first sentence.	Attempt at a concluding sentence but it doesn't tie back to first sentence.		No concluding sentence, or concluding sentence is not accurate.
Content/Ideas (Graphic Organizer)	All important events are included.	Most important events are included.	More than one important event is missing.	There are no events, or an event is not accurate.
	All events tell a story that explains how and why the character changes from beginning trait to ending trait.	Most events tell a story that explains how and why the character changes from beginning trait to ending trait.	Several events do not help prove how and why the character changed from beginning trait to ending trait.	The events do not tell a story that explains how and why the character changes from beginning trait to ending trait.

	EXEMPLARY "4"	PROFICIENT "3"	DEVELOPING "2"	UNSATISFACTORY "1"
WORD CHOICE	A variety of "transitional words" are used. All are used effectively. (so, also, therefore, in addition, now, instead, however, even though, first, next, then, after that, last, finally)	A few "transitional words" are used. All are used effectively.	Some "transitional words" are used. Not all are used effectively.	No attempt at using "transitional words."
	Uses many juicy words. All are used correctly.	A small number of juicy words are used. All are used correctly.	Some juicy words are used correctly.	No attempt at juicy words.
CONVENTIONS	All capitals are used correctly.	Most capitals are used correctly.	Some capitals are used correctly.	Lack of capitals makes the writing difficult to read.
	All punctuation is used correctly.	Most punctuation is used correctly.	Some punctuation is used correctly.	Lack of punctuation makes the writing difficult to read.
	All grammar is correct.	Most grammar is correct.	Some grammar is correct.	Lack of correct grammar makes the writing difficult to read.
	All spelling is correct.	Most spelling is correct.	Some spelling is correct.	Lack of correct spelling makes the writing difficult to read.
PRESENTATION	First line is indented, and all other lines make a straight edge.	First line is indented, but other lines do not make a straight edge.	First line is not indented. Other lines make a straight left edge.	First line is not indented. Lines do not make a straight left edge.
	Handwriting is very neat ("best handwriting") and there is space between words.	Handwriting is readable but could be neater. There is space between words.	Handwriting is sloppy. There is space between words.	No space between words. **OR** Handwriting is difficult to read.

THIRD GRADE RUBRIC: CHARACTER TRAIT GRAPHIC ORGANIZER
(CHANGE OVER TIME)

Name _____ Date _____

Title _____

Content Score _____   Mechanics Score: _____

	EXEMPLARY "4"	PROFICIENT "3"	DEVELOPING "2"	UNSATISFACTORY "1"
BEGINNING & ENDING TRAITS	It is very clear what the character was like in the BEGINNING (before anything caused a change.)	It is somewhat clear what the character was like in the BEGINNING (before anything caused a change.)	It is not clear what the character was like in the BEGINNING (before anything caused a change.)	The BEGINNING TRAIT is not filled out, or is not accurate.
	It is very clear what the character is like at the END of the story (after something caused a change.)	It is somewhat clear what the character is like at the END of the story (after something caused a change.)	It is not clear what the character is like at the END of the story (after something caused a change.)	The ENDING TRAIT is not filled out, or is not accurate.
	The ENDING TRAIT matches the BEGINNING TRAIT			The ENDING TRAIT does not match the BEGINNING TRAIT.
EVIDENCE	All important events are included.	Most important events are included.	More than one important event is missing.	There are no events, or an event is not accurate.
	All events tell a story that explains how and why the character changes from beginning trait to ending trait.	Most events tell a story that explains how and why the character changes from beginning trait to ending trait.	Several events do not help prove how and why the character changed from beginning trait to ending trait.	The events do not tell a story that explains how and why the character changes from beginning trait to ending trait.
	All events are listed in order.	Most of the events are listed in order.	Some of the events are listed in order.	None of the events are in order.
CONVENTIONS	All capitals are used correctly.	Most capitals are used correctly.	Some capitals are used correctly.	Lack of capitals makes the writing difficult to read.
	All spelling is correct.	Most spelling is correct.	Some spelling is correct.	Lack of correct spelling makes the writing difficult to read.

Name _____ Date _____

THIRD GRADE RUBRIC: ONE-PARAGRAPH REPORT (MAIN IDEA – DETAIL)

Content/Organization Score: _____ Mechanics Score: _____

	EXEMPLARY "4"	PROFICIENT "3"	DEVELOPING "2"	UNSATISFACTORY "1"
ORGANIZATION	First sentence introduces Main Idea and leads into the details.	First sentence introduces Main Idea.		First sentence does not introduce the Main Idea.
	Details are listed logically.	Details are listed, but not logically.	Some important details are missing.	A detail is not accurate.
	Concluding sentence is the last sentence and ties back to the first sentence.	Attempt at a concluding sentence but it doesn't tie back to first sentence.		No concluding sentence, or it is not accurate.
Content/Ideas (Graphic Organizer)	First sentence introduces the Main Idea and effectively sets up the paragraph.	First sentence introduces the Main Idea with some attempt to set up the paragraph.	First sentence introduces the Main Idea but gives too much information or no information at all	The first sentence does not introduce the Main Idea, or information is not accurate.
	There are at least 3 details. All important details are included.	There are at least 3 details but one important detail is missing.	More than one important detail is missing.	A detail is not accurate.
	All details match the Main Idea, and flow easily to create a clear picture of the Main Idea.	All details match the Main Idea.	Most details match the Main Idea.	No details match the main idea.
WORD CHOICE	A variety of "transitional words" are used. All are used effectively. (so, also, therefore, in addition, now, instead, however, even though, another, since)	A few "transitional words" are used. All are used effectively.	Some "transitional words" are used. Not all are used effectively.	No attempt at using "transitional words."
	Uses many juicy words. All are used correctly.	A small number of juicy words are used. All are used correctly.	Some juicy words are used correctly.	No attempt at juicy words.
CONVENTIONS	All capitals are used correctly.	Most capitals are used correctly.	Some capitals are used correctly.	Lack of capitals makes the writing difficult to read.
	All punctuation is used correctly.	Most punctuation is used correctly.	Some punctuation is used correctly.	Lack of punctuation makes the writing difficult to read.
	All grammar is correct.	Most grammar is correct.	Some grammar is correct.	Lack of correct grammar makes the writing difficult to read.
	All spelling is correct.	Most spelling is correct.	Some spelling is correct.	Lack of correct spelling makes the writing difficult to read.
PRESENTATION	First line is indented, and all other lines make a straight edge.	First line is indented, but other lines do not make a straight edge.	First line is not indented. Other lines make a straight left edge.	First line is not indented. Lines do not make a straight left edge.
	Handwriting is very neat ("best handwriting") and there is space between words.	Handwriting is readable but could be neater. There is space between words.	Handwriting is sloppy. There is space between words.	No space between words. **OR** Handwriting is difficult to read.

THIRD GRADE RUBRIC: MAIN IDEA – DETAIL GRAPHIC ORGANIZER

Name _____ Date _____

Title _____

Content Score _____   Mechanics Score: _____

	EXEMPLARY "4"	PROFICIENT "3"	DEVELOPING "2"	UNSATISFACTORY "1"
MAIN IDEA	Main Idea clearly defines the topic.	Main Idea attempts to define the topic.	Main Idea does not define the topic.	No Main Idea, or Main Idea is not accurate.
DETAILS	All details match the Main Idea, and flow easily to create a clear picture of the Main Idea.	All details match the Main Idea.	Most details match the Main Idea.	No details match the main idea.
CONVENTIONS	All capitals are used correctly.	Most capitals are used correctly.	Some capitals are used correctly.	Lack of capitals makes the writing difficult to read.
	All spelling is correct.	Most spelling is correct.	Some spelling is correct.	Lack of correct spelling makes the writing difficult to read.

THIRD GRADE RUBRIC: COMPARE – CONTRAST

	EXEMPLARY "4"	PROFICIENT "3"	DEVELOPING "2"	UNSATISFACTORY "1"
ORGANIZATION	For multiple paragraphs only: First sentence (of first paragraph) introduces what will be compared and contrasted, and leads into all categories compared (so all paragraphs are connected by a common purpose).	First sentence (of first paragraph) introduces what will be compared and contrasted.		First sentence (of first paragraph) does not introduce what will be compared and contrasted.
	First sentence of each paragraph (2nd sentence of 1st paragraph if multiple paragraphs) introduces the category (main idea) of the paragraph, and the two sides being compared.	First sentence of each paragraph introduces the category (main idea) of the paragraph.	For most paragraphs, first sentence introduces the category (main idea) of the paragraph.	None of the paragraphs have an introductory sentence, or one is not accurate.
	In each paragraph, the details of what the category is like for each side is presented in a logical way (makes sense).	Details are listed, but not logically.	Some important details are missing. (Only one side is described.)	A detail is not accurate.
	In each paragraph, the concluding sentence ties back to the first sentence of the paragraph. (The concluding sentence may describe what the two sides have in common, if anything.)	Attempt at a concluding sentence for each paragraph, but it doesn't tie back to first sentence.	Attempt at a concluding sentence for most paragraphs.	None of the paragraphs have a concluding sentence, or one is not accurate.
	For multiple paragraphs only: At the end of final paragraph, or as a final paragraph on its own, a concluding sentence sums up what the whole report is about (ties back to the very first introductory sentence of the report).	Attempt at a concluding sentence for whole report.		No concluding sentence for whole report, or is not accurate.
Content/Ideas **(Graphic Organizer)**	For each category, all important details for each side are included.	For most categories, most important details for each side are included.	For each category, at least one detail is included for each side.	For any category, one side is not described at all, or a detail is not accurate.
	Each paragraph focuses on comparing one category only.	Most paragraphs focus on comparing only one category.	Most of the paragraphs focus on too much information (more than one category), or too little information.	Paragraphing does not follow the change from one category to another.
	All details match the paragraph's category (main idea), and flow easily to create a clear picture of how the category is for each side. It is also clear how each side is different, in regards to the paragraph's category, and how they are the same.	All details match the category (main idea of paragraph).	Most details match the category (main idea of the paragraph).	Most details do not match the category (main idea of paragraph).

	EXEMPLARY "4"	PROFICIENT "3"	DEVELOPING "2"	UNSATISFACTORY "1"
WORD CHOICE	A variety of "transitional words" are used. All are used effectively. (so, also, therefore, in addition, now, instead, however, even though, whether)	A few "transitional words" are used. All are used effectively.	Some "transitional words" are used. Not all are used effectively.	No attempt at using "transitional words."
	Uses many juicy words. All are used correctly.	A small number of juicy words are used. All are used correctly.	Some juicy words are used correctly.	No attempt at juicy words.
CONVENTIONS	All capitals are used correctly.	Most capitals are used correctly.	Some capitals are used correctly.	Lack of capitals makes the writing difficult to read.
	All punctuation is used correctly.	Most punctuation is used correctly.	Some punctuation is used correctly.	Lack of punctuation makes the writing difficult to read.
	All grammar is correct.	Most grammar is correct.	Some grammar is correct.	Lack of correct grammar makes the writing difficult to read.
	All spelling is correct.	Most spelling is correct.	Some spelling is correct.	Lack of correct spelling makes the writing difficult to read.
PRESENTATION	First line is indented, and all other lines make a straight edge.	First line is indented, but other lines do not make a straight edge.	First line is not indented. Other lines make a straight left edge.	First line is not indented. Lines do not make a straight left edge.
	Handwriting is very neat ("best handwriting") and there is space between words.	Handwriting is readable but could be neater. There is space between words.	Handwriting is sloppy. There is space between words.	No space between words. **OR** Handwriting is difficult to read.