Writing Traits	Working below Year Level Expectations		Working at Year Level Expectations	Working above Year Level Expectations	
	1 – Beginning Lots of Support	**2 – Developing** Some Support	**3 – Competent** A Little Support	**4 – Strong** Independently	**5 – Exceptional** Independently
Ideas The meaning and development of the message	• I don't know what I want to say yet • I don't have a main idea • I don't have any details	• My idea is not clear, or my idea was too BIG • I only have a few details • My reader won't learn too much	• I know something about my topic • My idea was clear and focused • My writing makes sense • My reader will learn something • I have some good details that explain my main idea	• I know a lot about my topic • My idea was clear, focused, fresh and original • My writing makes sense • I included lots of good details • My reader will learn a fair bit	• I am an expert on my topic • My idea was clear, focused, fresh, original and unique • My writing makes sense • I included many interesting or unusual details
Organisation The internal structure of the writing	• My ideas are random and not connected, a bit jumbled • I haven't got a beginning, middle and end, or maybe I have one or two, but not all three	• My writing is a bit hard to follow • I have a beginning, middle and end but they need a bit of work • Sometimes my pace is too slow and sometimes it is too fast	• My writing is easy to follow • I have a beginning, middle and end that work well together • My organisation suits my purpose	• The parts of my writing all fit together and flow • My opening will hook you, I have included a variety of transitions and I have a great ending	• I have super organisation that makes my ideas clear, it flows and connects • I have a brilliant beginning, a mighty middle and an excellent ending
Voice The way the writer brings the topic to life	• I don't hear ME in my writing • My writing is boring for the reader • I'm not sure what an audience is	• I'm starting to hear ME in my writing • I don't usually think of the audience, I just write	• I hear ME in my writing • I have matched the audience with my purpose • I'm starting to connect with my audience	• My voice is clear, this is ME • I'm speaking to the reader • It might make you laugh or cry • I'm connecting with my audience	• This topic matters to me • Hear me ROAR! • I love this topic! It's me! • I've connected emotionally with my audience
Word Choice The specific vocabulary used to convey meaning	• I use words that don't make sense • I use words I don't understand • I use the same words over and over	• I use the first words that come to my mind • My words are sometimes confusing or not needed • My words don't paint a picture in my reader's mind	• My words are beginning to paint a picture in my reader's mind • My words make sense • I used some strong verbs, adjectives and adverbs	• My words paint a picture in my readers' mind • My words are clear, interesting and make sense • I used strong verbs, sensory words and precise nouns	• My words paint a vivid picture • My words are powerful and create a clear message • I have used strong verbs, sensory words, precise nouns and modifiers
Sentence Fluency The flow of the words and phrases	• My writing is hard to read aloud • My words are in one, big, long sentence or all in short, choppy sentences • If I used dialogue, it did not make sense	• I have a lot of choppy little sentences or long, rambling sentences • My writing is okay to read aloud • If I used dialogue, it only made a little bit of sense	• I used some variety in sentence beginnings and lengths • My writing is starting to sound smooth when read aloud • If I used dialogue, it sounds like the way people talk (most of the time)	• I used a variety of sentence beginnings and lengths so my writing flows smoothly • The writing is easy to read aloud • If I used dialogue, it sounds like the way people talk	• My writing has rhythm! • Some sentences are long and stretchy, some are short and snappy • If I used dialogue, it sounds like the way people talk
Conventions The mechanical correctness of spelling, grammar & punctuation	• I have to translate so my reader understands • My paragraphs are random or not there, I have lots of errors • I couldn't publish this yet	• I have spelt common words correctly, but my punctuation and grammar has quite a few errors • My paragraphs are there, but maybe not in the right spots	• I have spelt common and harder words correctly • My punctuation and grammar is mostly correct • My paragraphs do the job	• I have spelt almost all words correctly, even hard words • My punctuation and grammar is almost all correct • My paragraphs are great	• My spelling is entirely correct • My punctuation is entirely correct and helps guide the reader • My grammar contributes to clarity and style
Presentation The overall appearance of the published piece	• I can't read my own handwriting • The font, size and spacing makes my writing impossible to read • If I used visuals, they do not go with the ideas in my writing	• It is difficult to read my handwriting • The font, size and spacing makes my writing hard to read and my visuals don't really support my ideas	• My handwriting has clearly formed letters and the spacing is just right • The font, size and spacing makes my writing easy to read • I used visuals to support my ideas	• The font, size and spacing I chose to use is great • I used visuals throughout my writing to support and strengthen my ideas	• The font, size and spacing I chose to use is eye-catching • I used visuals throughout my writing which support, strengthen and enhance my ideas