|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Image result for writing |  | |  | | --- | |  | | grade 6-11 writing Checklist | |  | |

# Informative writing – Statement of Purpose/Focus and Organization

|  |  |
| --- | --- |
|  | Controlling idea of main idea of a topic is focused, clearly stated, and strongly maintained |
|  | Controlling idea of main idea of a topic is introduced and communicated clearly within the purpose, audience, and task |
|  | A variety of transitional strategies is consistently used to effectively clarify the relationship between and among ideas |
|  | Progression of ideas from beginning to end is logical |
|  | Introduction and conclusion are effective for audience and purpose |
|  | Appropriate sentence structure variety produces strong connections among ideas |

# informative Writing – Evidence/ELaboration

|  |  |
| --- | --- |
|  | Use of evidence from sources is smoothly integrated, cited, comprehensive,   relevant, and concrete |
|  | A variety of elaborative techniques |  | |
|  | Precise language clearly and effectively expresses ideas |  | |
|  | Use of academic and domain-specific vocabulary is clearly appropriate for the   audience and purpose | |
|  | informative Writing – Conventions/editing  |  |  | | --- | --- | |  | Some errors in usage and sentence formation may be present, but no systematic pattern of errors is displayed | |  | Use of punctuation, capitalization, and spelling is adequate | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Image result for writing |  | |  | | --- | |  | | grade 6-11 writing Checklist | |  | |

# argumentative writing – Statement of Purpose/Focus and Organization

|  |  |
| --- | --- |
|  | Claim is clearly state, focused, and strongly maintained |
|  | Claim is introduced and communicated appropriately for the purpose, audience, and task |
|  | Alternate or opposing claims are clearly addressed (grades 7-11) |
|  | A variety of transitional strategies is consistently used to effectively clarify the relationships between and among ideas |
|  | Progression of ideas from beginning to end is logical |
|  | Appropriate sentence structure variety produces strong connections among ideas |

# argumentative Writing – Evidence/ELaboration

|  |  |
| --- | --- |
|  | Claims are supported with relevant evidence from credible sources and clear   reasoning |
|  | Use of evidence from sources is smoothly integrated, cited, comprehensive,   and concrete |
|  | A variety of elaborative techniques is used |  | |
|  | Precise language clearly and effectively expresses ideas |  | |
|  | Use of academic and domain-specific vocabulary is clearly appropriate for the   audience and purpose | |
|  | Argumentative Writing – Conventions/editing  |  |  | | --- | --- | |  | Some errors in usage and sentence formation may be present, but no systematic pattern of errors is displayed | |  | Use of punctuation, capitalization, and spelling is adequate | | |