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|  | 4 | 3 | 2 | 1 | Comments |
| Paragraph Development | Student divides writing into paragraphs that contain 3-5 related sentences. | Student divides writing into paragraphs that are somewhat related and contain more than one sentence. | Student makes an attempt to divide writing into paragraphs. However, they are unrelated. | No attempt to divide work into paragraphs is evident. |  |
| Purpose/Audience Awareness | Student successfully shows specific purpose and addresses audience. | Student shows some evidence of purpose and some awareness of audience. | Student makes attempt to address audience and show purpose. | No attempt to address audience or show purpose is evident. |  |
| Writing Process  (prewriting, draft, editing, and publishing) | Student is able to list and explain steps of the writing process. | Student can list and explain some steps in the writing process. | Student can list and explain at least one of the steps in the writing process | Student shows no understanding of the writing process |  |
| Spelling/Mechanics/Grammar | Student can successfully and independently find and correct errors. | Student shows concern over errors in writing and attempts to correct them. | Student shows little ability to find and correct errors. | No evidence of ability to find and correct errors is evident. |  |