

| WASL Terms | Content | Organization | Style | Style | Style | Conventions |
|--|---|--|---|---|---|--|
| 6 Trait Terms | Content | Organization | Voice | Word Choice | Fluency | Conventions |
| 4 Exceeds Standard | <ul style="list-style-type: none"> ▪ The position of the writer is sophisticated, clear, original, and well-supported ▪ The writer has clearly defined main points. ▪ Concrete detail and commentary are used throughout ▪ Commentary shows insight | <ul style="list-style-type: none"> ▪ An effective opening that states the purpose ▪ Logical sequence of main points, concrete details, and commentary. ▪ Each main point has its own paragraph. ▪ Sophisticated transitions throughout. ▪ An effective closing adds meaning | <ul style="list-style-type: none"> ▪ Uses effective voice for mode. ▪ Awareness of audience. ▪ Commitment to task. ▪ Personal, individual, and expressive ▪ Appropriate use of 1st and 2nd person pronouns | <ul style="list-style-type: none"> ▪ Exhibits powerful, sophisticated vocabulary ▪ Appropriate for audience ▪ Little or no unnecessary repetition | <ul style="list-style-type: none"> ▪ Good variety of sentences lengths and structures ▪ Flows through purposeful manipulation of language ▪ Follows standard conventions of written English ▪ Departs from standard conventions purposefully and effectively. | 2 <ul style="list-style-type: none"> ▪ Capitalization, punctuation, grammar, spelling, indenting, and paragraph structure are mostly correct and do not interfere with meaning or flow. |
| 3 Meets Standard | <ul style="list-style-type: none"> ▪ The writer's position is clear, but may lack support ▪ The writer has a few main points, but may be vague at times ▪ Concrete details and/or vocabulary could have been expanded. | <ul style="list-style-type: none"> ▪ <input type="checkbox"/> An opening that states the purpose. ▪ <input type="checkbox"/> Mostly logical sequence of main points, concrete details, And commentary ▪ <input type="checkbox"/> Paragraphing makes sense. ▪ <input type="checkbox"/> Transitions are used. ▪ <input type="checkbox"/> A closing. | <ul style="list-style-type: none"> ▪ Uses effective voice for mode. ▪ Awareness of audience ▪ Commitment to task ▪ Appropriate use of 1st and 2nd person pronouns | <ul style="list-style-type: none"> ▪ Exhibits some strong vocabulary ▪ Appropriate for audience ▪ Little or no unnecessary repetition | <ul style="list-style-type: none"> ▪ Some variety of length and structure ▪ Sentence structure does not interfere with the flow ▪ Follows standard conventions of written English | |
| 2 Below Standard | <ul style="list-style-type: none"> ▪ The writer's position may be unclear. ▪ Main points are vague. ▪ More concrete details or commentary are needed ▪ The prompt is not fully answered | <ul style="list-style-type: none"> ▪ <input type="checkbox"/> Opening fails to state the purpose . ▪ <input type="checkbox"/> Sequence is at times confusing. ▪ <input type="checkbox"/> Lacks transitions ▪ <input type="checkbox"/> Paragraphing is present though not grouped by main points | <ul style="list-style-type: none"> ▪ Voice chosen is sometimes inappropriate for mode ▪ Little audience awareness ▪ Lacks commitment to task ▪ Inappropriate use of 1st and 2nd person pronouns | <ul style="list-style-type: none"> ▪ Exhibits mostly adequate vocabulary, though not always precise ▪ Words are general rather than specific ▪ Words sometimes inappropriate for audience ▪ Some repetition | <ul style="list-style-type: none"> ▪ Little variety of sentence length and structure ▪ Sentences don't flow consistently ▪ Some improper sentence structure | 1 <ul style="list-style-type: none"> ▪ Several errors in capitalization, punctuation, grammar, spelling, indenting, and paragraph structure, interfere with meaning or flow. |
| 1 Well Below Standard | <ul style="list-style-type: none"> ▪ The writer has no clear position. ▪ The writing has few if any main points. ▪ The writing lacks concrete details and/or commentary | <ul style="list-style-type: none"> ▪ <input type="checkbox"/> No real opening. No statement of purpose or thesis ▪ <input type="checkbox"/> Main points, if any, are hard to find. ▪ <input type="checkbox"/> Lacks transitions. ▪ <input type="checkbox"/> Little attempt at logical sequencing of ideas. ▪ <input type="checkbox"/> No closing | <ul style="list-style-type: none"> ▪ Voice is inappropriate for mode. ▪ Lacks audience awareness ▪ Lacks commitment to task | <ul style="list-style-type: none"> ▪ Exhibits inadequate, imprecise vocabulary ▪ Frequently inappropriate for audience ▪ Frequently repetitive | <ul style="list-style-type: none"> ▪ Sentences do not follow standards of written English ▪ Sentences lack flow ▪ Extremely difficult to read | 0 <ul style="list-style-type: none"> ▪ Many serious errors in capitalization, punctuation, grammar, spelling, indenting, and paragraph structure seriously interfere with meaning and flow and make the writing difficult to decode. |

