**Original Composition Checklist**

**Ways to Improve**

□ Write a narrative (a story)

□ Explain in more detail

□ Focus on one idea

□ Use paragraphs

□ Include a stronger beginning and end

□ Include figurative language (ex. simile, metaphor, etc.)

□ *Show* instead of tell what is happening

□ Use sentence openers

□ Make sure you answer both parts of the prompt

□ Make sure your connection to the prompt is clear

□ Review dialogue rules -- you want to use dialogue correctly!

□ Try writing from a different perspective

□ Express yourself more clearly; read your work aloud to check it makes sense

□ Write in complete and correct sentences

□ Watch spelling and vocabulary

□ Review rules for run-on-sentences (ROS) and sentence fragments (frag)

□Other:

**SCORING GUIDE FOR ORIGINAL COMPOSITION**

**This is a first -draft response and should be assessed as such. The response is assessed holistically.**

**6**--The six paper is **superior** and may draw upon any number of factors, such as maturity of style, depth of discussion, effectiveness of argument, use of literary and/or rhetorical devices, sophistication of wit, or quality of imagination. This composition exhibits an effective writing style and a sophisticated use of language. Despite its clarity and precision, this paper need not be error-free.

**5**--The five paper is **proficient**. The composition displays some manipulation of language to achieve a desired effect and exhibits a clear sense of voice and of audience. The writing is thoughtful and interesting. Vocabulary and sentence structure are varied and serve the writer’s purpose successfully. Errors may be present, but are not distracting.

**4**--The four paper is **competent.** The composition conveys the writer’s ideas, but without flair or strong control. Diction and syntax are usually appropriate, but lack variety. Structure, regardless of type, is predictable and relatively mechanical. The paper shows a clear sense of the writer’s purpose. Conventions of language are usually followed, but some errors are evident.

**3**--The three paper is **barely adequate**. The paper may feature somewhat underdeveloped or simplistic ideas. Transition[s] may be weak or absent. Support is frequently in the form of listed details. Little variety in diction and sentence structure is discernible. The composition may reflect some sense of purpose, but errors may be distracting.

**2**--The two paper is **inadequate**. The ideas are seriously underdeveloped and awkwardly expressed. The composition may be excessively colloquial or reflect inadequate knowledge of the conventions of language. While meaning is apparent, errors are frequent and rudimentary.

**1**--The one paper is **unacceptable** and may be compromised by its deficiency of composition, content, diction, syntax, structure, voice, or conventions of language.

**0**--The zero paper manifests an achievement less than outlined in a scale-point one, is written in verse, is off-topic, or is a restatement of the topic.

**NR --** A blank paper with no response given.

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| **Final Thoughts and Suggestions** | | | |
| **2 things the writer did well** | 1.  2. | | |
| **2 things to work on next time** | 1.  2. | | |
| **Peer Marker Grade** |  | **Teacher Grade** |  |