

**KUSD Writing Continuum**  
**English Language Arts-Grade 8 (100810)**

Name \_\_\_\_\_ Date \_\_\_\_\_

		<b>Level J</b>	<b>Level K</b>	<b>Level L</b>	<b>Level M</b>	<b>Level N</b>
<b>Organization</b>	<b>Paragraphs</b>	Writes single paragraph with topic and details	Writes multi-paragraph piece	Writes multi-paragraph piece in a logical order	Writes multi-paragraph piece in a logical order and includes details in all supporting paragraphs	Writes multi-paragraph piece in a logical order and includes topic sentences and details in all supporting paragraphs
	<b>Transitions</b>	Transitions are non-existent	Uses transitions within/between paragraphs	Creates transitions to connect ideas within/between paragraphs	Effectively creates transitions to connect ideas within/between paragraphs	Effectively creates transitions to smoothly connect ideas within/between paragraphs
	<b>Introduction</b>	Writing starts abruptly	Writes basic beginning	Writes general introduction	Writes focused introduction	Writes effective, unique introduction
	<b>Conclusion</b>	Writing ends abruptly	Writes basic ending	Writes general conclusion	Writes purposeful conclusion	Writes effective, unique conclusion
<b>Sentence Fluency</b>	<b>Sentence Beginnings</b>	Starts sentences with same word(s)	Starts sentences with repetitive beginning patterns	Some variation in beginning words and patterns	Consistent variation in beginning words and patterns	Consistent variation in beginning words and patterns adds originality
	<b>Sentence Clarity and Fluency</b>	Writes choppy, rambling, or awkward sentences	Writes choppy, rambling, or awkward sentences with some clarity	Begins to write clear natural sounding sentences	Consistently writes clear natural sounding sentences	Consistently writes clear natural sounding sentences that add originality
	<b>Sentence Structure</b>	Writes complete simple sentences with some fragments and run-on	Writes complete simple sentences with few fragments and run-ons	Writes simple and compound sentences	Writes using simple, compound, or complex sentences	Writes a variety of simple, complex, compound, and complex-compound sentences
<b>Word Choice</b>	<b>Vocabulary</b>	Uses limited vocabulary	Uses basic predictable nouns and verbs	Uses some precise nouns and verbs	Uses precise nouns and verbs to clarify and add variety	Uses precise nouns and verbs to clarify and add variety in order to enhance piece
	<b>Figurative and Descriptive Language</b>	Uses basic descriptive words	Uses descriptive language/sensory details	Uses descriptive language/ sensory details and examples of simple figurative language (e.g. alliteration, similes, or onomatopoeia) to enhance the piece	Uses descriptive language/ sensory details and examples of figurative language (e.g. metaphor or personification) to enhance the piece	Uses descriptive language/ sensory details and examples of advanced figurative language (e.g. irony, symbolism, hyperbole or idioms) to enhance piece

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<b>Voice</b>	<b>Purpose (To entertain, persuade, inform...)</b>	Purpose is not present	Purpose is unclear	Purpose is clear	Purpose is clear accomplished	Purpose is clear accomplished and powerful
	<b>Audience</b>	No awareness of audience  Writing is flat and unemotional	Little awareness of audience  Writing is attempting to engage	Aware of audience  Writing is engaging	Aware of audience and needs  Writing is engaging and interesting	Aware of audience and needs  Writing fully engaging, interesting and compelling/effective
<b>Ideas</b>	<b>Topic/Main Ideas</b>	No clear topic	Topic too narrow or too general	Focused topic	Clear focused topic that shows in-depth understanding	Clear focused topic that shows in-depth understanding with insightful concluding ideas

<b>Writing Process</b>	<b>Prewriting</b>	Use a method for capturing thinking and showing evidence of planning that easily transfers to a draft	Emerging	Developing	Proficient
	<b>Drafting</b>	Produce a written draft on a focused idea	Emerging	Developing	Proficient
	<b>Revising</b>	Utilize revision tools to revise writing	Emerging	Developing	Proficient
	<b>Editing/ Proofreading</b>	Proofread and edit conventions in self and others writing	Emerging	Developing	Proficient

<b>Conventions</b>	<b>Spelling</b>	Many errors	Some errors	Few/no errors
	<b>Punctuation</b>	Many errors	Some errors	Few/no errors
	<b>Capitalization</b>	Many errors	Some errors	Few/no errors
	<b>Grammar/Usage</b>	Many errors	Some errors	Few/no errors

Goals

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