

PAWS Writing Scoring Guide—Grade 6 Targets

Expository: Write a Set of Directions or Procedures—Develops a set of directions or procedures to inform an audience

SKILLS

3

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Idea Development

The writer develops the content of the message through the use of details.

- Develops clear and focused directions or procedures in response to the topic
- Uses descriptive details to enrich idea development

- Presents directions or procedures in response to the topic
- Uses relevant details

- Attempts to present directions or procedures in response to the topic
- Limited use of relevant details

- No response to the topic
- Details are consistently irrelevant

Organization

The writer builds the structure to support the purpose and effectiveness of the writing.

- Develops an effective introduction, body, and conclusion
- Sequencing of directions or procedures demonstrates effective logic and coherence
- Indicates paragraphs using appropriate spacing or indentation consistently
- Uses varied and correct sentences

- Presents an introduction, body, and conclusion
- Sequencing of directions or procedures demonstrates overall logic and coherence
- Indicates paragraphs using appropriate spacing or indentation
- Uses varied and mostly correct sentences

- Presents an introduction or conclusion
- Sequencing of directions or procedures demonstrates some evidence of logic and coherence
- Similar ideas are grouped together without appropriate spacing or indentation
- Attempts to use varied sentences; inconsistently uses correct sentences

- Introduction and conclusion are unidentifiable
- Organization of directions or procedures lacks a logical sequence
- Similar ideas are not grouped together; no evidence of appropriate spacing or indentation
- Sentences are run-on, incomplete, or fragmented

Voice

The writer uses precise, appropriate language to communicate clear directions or procedures to an audience in a way that is informative, compelling, and engaging.

- Directions or procedures consistently reveal voice or style appropriate to the purpose
- Uses a variety of precise and appropriate words or phrases

- Directions or procedures reveal voice or style appropriate to the purpose
- Uses precise and appropriate words or phrases

- Directions or procedures reveal limited voice or style appropriate to the purpose
- Demonstrates little variation in word choice and/or repetitious use of simple words or phrases

- Directions or procedures lack voice or style appropriate to the purpose
- Uses an extremely limited range of words or phrases or consistently uses words incorrectly

Conventions

The writer develops the mechanical correctness of the piece including spelling, capitalization, punctuation, and grammar.

- Uses grade-appropriate spelling consistently
- Uses grade-appropriate capitalization and punctuation consistently
- Uses grade-appropriate grammar and usage consistently

- Uses grade-appropriate spelling
- Uses grade-appropriate capitalization and punctuation
- Uses grade-appropriate grammar and usage

- Spells common words correctly, but other grade-appropriate words incorrectly
- Uses limited grade-appropriate capitalization or punctuation
- Demonstrates limited control over grade-appropriate grammar and usage

- Misspells common words
- Demonstrates incorrect use of grade-appropriate capitalization or punctuation throughout
- Demonstrates incorrect use of grade-appropriate grammar and usage

throughout