

**KPBSD RESEARCH GRADE 3
4-POINT ANALYTIC WRITING**

RESEARCH	1. BELOW STANDARD	2. APPROACHING STANDARD	3. MEETS STANDARD	4. EXCEEDS STANDARD
IDEAS Did the writer stay focused and share original and fresh information or perspective about the topic?	The paper has no clear sense of purpose or topic. (a) Assumes the reader knows or can infer the main idea or purpose (b) Doesn't have factual information; more opinion than fact (c) Reader isn't provided with any answers to questions about the topic (d) Limited if any details are present (e) Identified no useful sources in any format.	The writer is beginning to define the topic. a) Attempts to describe the main idea or purpose b) Facts don't stand out; not strong enough to convince c) Sometimes responds to questions readers may have d) Attempts are made to include supporting details (examples and facts) e) Identified a few useful sources in one of two formats.	The writer has a clearly defined topic. a) Simply states the main idea or purpose b) Facts are present and strong but not completely convincing c) Anticipates some of the important questions readers may have and attempts to respond to them d) Supporting details are included through general or basic information e) Identified mostly useful sources in many formats (books, magazines, electronic)	This paper is clear and focused. (a) Thoroughly describes the main idea or purpose (b) Strong key points; good facts; facts used effectively (c) Anticipates questions readers may have and responds to them (d) Supporting details (examples and facts) are accurate, relevant, and helpful (e) Identified useful sources in many formats (books, magazines, electronic)

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<p>ORGANIZATION</p> <p>Does the organizational structure enhance the ideas and make them easier to understand or does it overpower them?</p>	<p>It is hard to see where the author is going with his/her writing</p> <ul style="list-style-type: none"> (a) Thesis is not clearly defined or expressed (b) Lacks connecting ideas (c) Order is out of sequence (d) There is no real conclusion; the paper just stops 	<p>The structure of the paper makes it readable without too many confusing parts.</p> <ul style="list-style-type: none"> (a) Thesis defined, but somewhat vague (b) Order is logical in most places (c) Transitions are attempted but do not always show readers how ideas connect (d) Conclusion wraps up the writing, but may be redundant, predictable, or too abrupt 	<p>The paper has a clear beginning, middle, and end.</p> <ul style="list-style-type: none"> (a) Thesis defined (b) Transitions help the reader see how ideas are connected (c) Order is logical (d) Conclusion wraps up the essay by reinforcing the main points 	<p>The paper has a beginning, middle, and end. The structure enhances the story line or theme. The introduction grabs the reader's attention and the conclusion smoothly wraps up loose ends.</p> <ul style="list-style-type: none"> (a) Thesis is clearly defined and well-articulated (b) Transitions clearly show how ideas connect to help the selection flow (c) Order is logical and effective (d) Closing balances the introduction and effectively wraps up the essay by reviewing and reinforcing what has been fully elaborated earlier

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VOICE Would you keep reading this piece if it were longer? Much longer?	The writer seems uninvolved with the topic and or the audience. (a) Writer is not concerned with the audience (b) The writing is monotone (c) Writing is lifeless or mechanical	The writer seems sincere, not fully engaged or involved. (a) Only one or two moments here or there surprise, delight, or move the reader (b) Writing seems sincere but lacks personal voice (c) Writing is earnest but lacks originality	The writer is sincere and engaged. (a) The tone and point of view are appropriate for the purpose and audience (b) Writing is sincere and has a consistent, personal voice (c) Writing communicates in a sincere and pleasing manner	The writer speaks directly to the reader in an individual and engaging manner. (a) Tone and point of view speaks directly to the audience (b) The writer's enthusiasm and interest bring the topic to life. (c) Writing is original, expressive, and engaging

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WORD CHOICE Do the words and phrases create vivid pictures and linger in your mind?	The writer struggles with a limited vocabulary. (a) Words are used incorrectly (b) The language is vague (c) Limited vocabulary (d) The writer doesn't use words that would help the reader have a better understanding	Language is functional, even if it lacks much energy. (a) Words are generally correct (b) General, common everyday words and phrases (c) Passive verbs, everyday nouns (d) The words and phrases are functional and convey the writer's message	Word choice conveys intended message. (a) Word choices are appropriate (b) Lively words and phrases are used (c) Active verbs, interesting nouns (d) The words and phrases communicate clearly	Words give the intended message in a precise and interesting way (a) Words are specific and accurate (b) Words and phrases create pictures in the reader's mind (c) Active verbs, interesting nouns, adjectives and adverbs are present (d) Words and phrases often catch the reader's eye (e) Vocabulary is colorful, striking, or unusual, but not over done

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<p>SENTENCE FLUENCY</p> <p>Do you feel the words and phrases flow together as you read it aloud?</p>	<p>The paper is difficult to read aloud.</p> <ul style="list-style-type: none"> (a) Sentences are choppy, incomplete, rambles (b) Sentences have similar lengths (c) Sentences mostly begin the same (d) Difficult to read aloud 	<p>The writing comes along with a steady beat and seems to be mechanical rather than fluid.</p> <ul style="list-style-type: none"> (a) Sentences are complete but lack variety (b) Sentences have occasional use of varied lengths and similar construction (c) Sentence beginnings are varied (d) Parts of the writing are fluent when read aloud 	<p>The writing usually sounds natural and fluent.</p> <ul style="list-style-type: none"> a) Sentences are complete with some variety b) Sentences have varied length and similar construction c) Sentence beginnings show some variety d) The writing is fluent when read aloud 	<p>The writing has an easy flow and rhythm</p> <ul style="list-style-type: none"> a) Sentence are effective and varied b) Sentences vary in length as well as structure c) Purposeful and varied sentence beginnings d) The writing invites expressive oral reading

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CONVENTIONS How much editing would have to be done to be ready to share with an outside source?	Errors in spelling, punctuation, capitalization, uses, and grammar and/or paragraphing repeatedly distract the reader and make text difficult to read. (a) Spelling errors are frequent (b) Punctuation missing or incorrect (c) Capitalization is inconsistent (d) Errors and grammar or usage are varied and noticeable (e) failed to include most of the sources used, and/or a lot of the information was missing or incorrect	The writer shows reasonable control over a limited range of standard writing conventions. (a) Grade appropriate spelling contains some spelling errors (b) Punctuation is usually correct (c) Most words are correctly capitalized (d) Grammar and usage problems are not serious (e) Included most sources used, but some information was missing or incorrect	The writer shows reasonable control of standard writing conventions. (a) Grade appropriate spelling contains few spelling errors (b) Punctuation errors are few, if any (c) Few words are incorrectly capitalized (d) Few grammar and usage problems exist (e) Included most sources used and listed sources	The writer demonstrates a good grasp of standard writing conventions. (a) Spelling is correct (b) Punctuation is accurate (c) Capitalization is correct (d) Grammar and usage are correct (e) Included all sources used and listed sources