

Teacher-Friendly Scoring Guide for the Organization Trait

The organization trait reflects the internal structure of the piece—the thread of logic, the power of meaning.

6 EXCEPTIONAL

- A. **Starting With a Bold Beginning:** The writer provides an original beginning. He or she tries to grab the reader's attention right off the bat.
- B. **Creating a Mighty Middle:** The writer presents at least one well-developed paragraph. He or she elaborates on ideas and connects one idea to the next, using sophisticated sequence and transition words: "later," "otherwise," "either."
- C. **Finishing With an Excellent Ending:** The writer ends the piece in a logical place. He or she tries to wrap up all the loose ends and give the reader something to think about.
- D. **Adding a Terrific Title:** The writer provides a title that captures the piece's big idea. He or she has put a lot of thought into the title.

5 STRONG

4 REFINING

- A. **Starting With a Bold Beginning:** The writer provides a clear beginning, but it is predictable: "Once upon a time," "One time," "First," or something along those lines.
- B. **Creating a Mighty Middle:** The writer presents two or more sentences on the topic—the beginning of a paragraph—that contain a few standard sequence and transition words: "first," "next," "but." Or, he or she presents one sentence and pictures that develop the big idea.
- C. **Finishing With an Excellent Ending:** The writer provides a pot summary: "the end," "thank you," "that's it." He or she seems to have run out of steam and chooses the easy way out.
- D. **Adding a Terrific Title:** The writer provides a title, but it's just a word or key phrase. It's generic and would work for almost anyone's paper on this topic.

3 DEVELOPING

2 EMERGING

- A. **Starting With a Bold Beginning:** The writer doesn't provide a clear beginning. He or she has simply filled the page with letters, words, and/or pictures in no particular order.
- B. **Creating a Mighty Middle:** The writer presents text that contains letters, words, or approximations of both, but no sentences. He or she does not attempt to coordinate written elements.
- C. **Finishing With an Excellent Ending:** The writer has given no thoughts to how the piece ends. There is no sense of closure; the piece simply stops.
- D. **Adding a Terrific Title:** The writer provides no title at all or, at most, a title that gives no indication of what the piece is about: "My Paper," "Writing," or his or her name.

1 RUDIMENTARY