

Grade 8 Instruction Writing Checklist

COMPOSING/WRITTEN EXPRESSION				
	4	3	2	1
CENTRAL IDEA	<ul style="list-style-type: none"> <input type="checkbox"/> Clear, consistent focus on a central idea <input type="checkbox"/> Clear awareness of intended audience 	<ul style="list-style-type: none"> <input type="checkbox"/> Reasonably consistent focus on central idea <input type="checkbox"/> Some awareness of intended audience 	<ul style="list-style-type: none"> <input type="checkbox"/> Inconsistent focus on central idea <input type="checkbox"/> Limited awareness of audience 	<ul style="list-style-type: none"> <input type="checkbox"/> Little or no focus on a central idea <input type="checkbox"/> No awareness of audience
ORGANIZATION AND UNITY	<ul style="list-style-type: none"> <input type="checkbox"/> Strong introduction with an effective thesis statement <input type="checkbox"/> Follows a logical organizational plan <input type="checkbox"/> Ideas are unified with few digressions <input type="checkbox"/> Maintains a consistent point of view <input type="checkbox"/> Uses transitions to connect ideas within and across paragraphs 	<ul style="list-style-type: none"> <input type="checkbox"/> Skillful introduction with evidence of a thesis statement <input type="checkbox"/> Evidence of an organizational plan <input type="checkbox"/> Few minor digressions <input type="checkbox"/> Point of view may shift occasionally <input type="checkbox"/> Uses transitions effectively within and across paragraphs 	<ul style="list-style-type: none"> <input type="checkbox"/> Weak introduction with a statement of intent or weak thesis statement <input type="checkbox"/> Inconsistent organizational plan <input type="checkbox"/> Lack of unity due to major digressions <input type="checkbox"/> Shifts in point of view <input type="checkbox"/> Limited or inconsistent use of transitions within and across paragraphs 	<ul style="list-style-type: none"> <input type="checkbox"/> No introduction with no purposeful thesis statement <input type="checkbox"/> Little or no organization of ideas <input type="checkbox"/> Lacks unity due to major digressions <input type="checkbox"/> Shifts in point of view <input type="checkbox"/> Absence of transitions connecting ideas
EVIDENCE AND DETAILS	<ul style="list-style-type: none"> <input type="checkbox"/> Fully elaborated containing precise, relevant examples, illustrations, reasons, events, and/or details which support purpose and audience <input type="checkbox"/> Details clarify the writer's purpose and clearly elaborate ideas 	<ul style="list-style-type: none"> <input type="checkbox"/> May contain minor lapses elaboration, relevant examples, illustrations, reasons, events, and/or details <input type="checkbox"/> Some details clarify the writer's purpose 	<ul style="list-style-type: none"> <input type="checkbox"/> Contains limited elaboration, examples, illustrations, reasons, events, and/or details <input type="checkbox"/> Few details clarify the writer's purpose <input type="checkbox"/> Ideas may be a list of general, underdeveloped statements 	<ul style="list-style-type: none"> <input type="checkbox"/> Contains little or no evidence (examples, illustrations, reasons, events, and/or details) <input type="checkbox"/> Little or no elaboration <input type="checkbox"/> List of general unrelated statements <input type="checkbox"/> Length is inadequate for development
CONCLUSION	<ul style="list-style-type: none"> <input type="checkbox"/> Strong, effective conclusion 	<ul style="list-style-type: none"> <input type="checkbox"/> Good conclusion 	<ul style="list-style-type: none"> <input type="checkbox"/> Weak or ineffective conclusion 	<ul style="list-style-type: none"> <input type="checkbox"/> Very limited or no conclusion
FLOW	<ul style="list-style-type: none"> <input type="checkbox"/> Rhythmic flow resulting from purposeful sentence variety <input type="checkbox"/> Sentences incorporate subordination of ideas, and/or effective embedding of modifiers 	<ul style="list-style-type: none"> <input type="checkbox"/> Some rhythmic flow and sentence variety <input type="checkbox"/> Some sentences use subordination of ideas, and/or embedding modifiers 	<ul style="list-style-type: none"> <input type="checkbox"/> Uneven rhythmic flow, limited sentence variety, repetitive sentence patterns <input type="checkbox"/> Little subordination of ideas 	<ul style="list-style-type: none"> <input type="checkbox"/> No rhythmic flow or sentence variety, a tedious presentation <input type="checkbox"/> No subordination or embedding modifiers
WORD CHOICE	<ul style="list-style-type: none"> <input type="checkbox"/> Contains specific word choice, descriptive language, and selected information <input type="checkbox"/> Appropriate, purposeful tone <input type="checkbox"/> Strong evidence of writer's voice 	<ul style="list-style-type: none"> <input type="checkbox"/> Contains some specific word choice, descriptive language, and selected information <input type="checkbox"/> Evidence of tone <input type="checkbox"/> Some evidence of writer's voice 	<ul style="list-style-type: none"> <input type="checkbox"/> Limited word choice, descriptive language and or selected information <input type="checkbox"/> Inconsistent tone <input type="checkbox"/> Occasional use of writer's voice 	<ul style="list-style-type: none"> <input type="checkbox"/> Lacks tone and voice, little or no specific word choice, descriptive language, and/or selected information <input type="checkbox"/> Little or no evidence of writer's voice

School divisions may include additional writing requirements to this document. Teachers should consult the [Curriculum Framework](#) for grade-specific student writing expectations, as writing instruction is the responsibility of every grade, not just SOL-tested grades. Teachers should add the usage and mechanics domain.