

KALAMALKA WRITING CRITERIA SHEET

A focus on spelling, sentences, punctuation, usage, and controlling idea

6 - outstanding or near perfect (an 'A')

In a short in class piece of writing, a 6 will contain few if any errors of any kind. There may be minor errors that would be expected of a rough draft worthy of revision. No basic spelling errors, pronoun reference is clear and consistent, punctuation is present and correct, sentence structure works. In a longer piece of writing that the student has had more time to complete, the mechanics on it should be near perfection. The controlling idea should be strong and impressive with its sophistication or insight, and its concise and creative support.

5 - very good (a 'B')

An in class piece of writing will contain some errors but these errors will not get in the way of the reader's understanding of its meaning. May contain a spelling error or two on difficult words (never on the basics); one sentence may be a problem with a minor problem due to inconsistent parallelism or a missing word; minor punctuation problem such as an incorrectly placed comma, or incorrect attempt at a more difficult punctuation mark such as a semi colon; or attempt at a larger word that does not quite fit. A longer piece of writing may contain some errors, but these errors will not get in the way of the reader's understanding of its content. Paragraphing, topic sentences, thesis statement should all be in place and done well. Controlling idea should be strong and worthy of developing further as well as having logical and reasonable supports sometimes imaginatively developed.

4 - average or basic (a 'C' or 'C+')

Errors will be quite noticeable in this paper, but the general purpose of what the reader is saying will be fairly clear. An in class piece of writing will contain one or two basic spelling errors and some more difficult words may be spelled wrong; sentences will be simplistic and could contain structural errors; comma splices, sentence fragments, and run-on sentences may occur; and some basic punctuation will be incorrect. A longer piece of writing will have several proofreading errors and some obvious sentence problems. There should be a fairly clear idea of what the writer is trying to say but it is marred by the errors. Controlling idea is ordinary and logical.

3 - bare pass (a 'C-')

Errors detract from the meaning of the paper. There may be problems with all spelling, and the sentences can contain problems such as run-on, fragments, or splices. Subject verb agreement may be problematic as well as pronoun confusion. Punctuation will be inconsistent and/or incorrect. A longer paper will contain many of the above errors and the ideas emerging from the paper will barely be discerned by the reader. Perhaps a controlling idea is present with some limited support.

2 - below acceptable standards (an 'F')

Errors are everywhere in most of the areas. Very little sense can be made of the paper due to its errors. Limited controlling idea with simplistic or no support.

1 - redo

Indecipherable. Words have no real connection to what the topic is or the spelling is so bad that reading of the paper cannot be completed. Confusing and nonsensical.

A teacher may use this scale for any student writing by simply adding 6 (or 12) marks to whatever is handed in by the student. A teacher may also decide what the redo cutoff mark is for any item: less than a 4 may not be accepted. A teacher will also decide what the correct mark should be for whatever grade is being marked.