**Writing Qualities Checklist for Grade 8 ELA**

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| **Ideas Checklist** | **Organization/Form Checklist** | **Conventions Checklist** |
| * focuses on main ideas and information
* provides relevant details, examples, and explanations
* is accurate, complete
* uses own words
* shows individuality or originality
* ideas and images that create an impact
* varied sentence beginnings
* uses effective conclusions
 | * introduces the topic and purpose
* provides some context
* sticks to the topic
* easy to follow
* related ideas grouped together
* logical sequence
* uses appropriate connecting words
* creates a logical ending
* includes text features (e.g., titles, headings, diagrams, illustrations)
* correctly constructed
* use common organizational patterns within texts (e.g., chronological, enumerative, problem/solution, cause/effect, comparison/contrast)
* creates strong leads
* effective conclusions
* uses transition words
 | * uses clear purpose and language
* good sense of audience
* uses a variety of sentence lengths
* uses of several different conjunctions
* formulates complete, simple, compound, and complex sentences correctly
* avoids run-ons and fragments
* uses correct punctuation including:
* Colon
* Dash
* Hyphen
* Capitalization
* Periods
* Commas and Semicolons
* Quotation marks
* rules of usage follows Canadian English
* use appropriate register, role, tone, and usage for different purposes (e.g. understanding formal communication - avoid the personal “I/you” )
* use specific words and synonyms for variety
* use common homonyms (e.g., whose/who’s)
* use often confused words (e.g., lend/borrow) correctly
* spell most words correctly using Canadian spelling (e.g. use a variety of strategies and resources to learn the correct spelling of words; use spelling rules, range of spelling patterns; sound-symbol relationships and rules, to help identify, analyze, and correct spelling errors)
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| **Sentence Structure Checklist** | **Word Choice Checklist** | **Voice/Point of View Checklist** |
| * uses appropriate connecting words
* correctly constructed
* interesting sentences and on topic
* clear sentence structures that contain a verb and its subject (average length of sentences in free writing – 10.2; in rewriting – 9.8)
* combine sentences to form compound and complex sentences for variety, interest, and effect
* use complete sentences with appropriate subordination and modification
* *use subordination to show more precisely the relationship between ideas* (e.g., because, although, when) and to avoid a string of compound sentences
* make sentences more precise (e.g. by reducing a main idea (clause) to a subordinate idea (clause)reduce, when appropriate subordinate clause to a phrase or single word
* vary sentence beginnings
* ensure agreement of subject, verbs, and pronouns and use correct forms including pronouns acting as subjects and objects (e.g., “Him and his brother …”)
* correctly place qualifiers
 | uses own wordsindividuality or originality- ideas and images that create an impact- avoid the personal “I/you” in formal communication*artistic devices* (e.g., personification, figurative language including similes and metaphors, exaggeration, symbolism)* use transition words
* use specific words and synonyms for variety
 | * personal viewpoints
* use language that demonstrates respect for others (including people of different ages
* abilities, genders, cultures)
* ensure voice/tone is appropriate to audience and text type
* *artistic devices* (e.g., personification, figurative language including similes and metaphors, exaggeration, symbolism)
* Use words that are appropriate for audience, purpose, and context and *capture a particular aspect of intended meaning*
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