



# EASTPOINTE COMMUNITY SCHOOLS

## Framework – Writer’s Workshop

K-2: 40 minutes (minimum) 3-5: 45 minutes (minimum)

<b>Section 1</b> 10 minutes Writing Aloud  10 minutes Mini Lesson	<b>Introductory Activities –</b> Whole group/Writing MAISA Reading Mentor text – Modeled/Shared Writing  <b>Strategy/Mini lesson –</b> Teach a strategy, skill, procedure Shared Writing Strategies taught/reinforced
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### Mentor Text: Modeled

The mentor text provides an opportunity for the teacher to model a skill or strategy to the whole group. The purpose of this high quality mentor text is to illustrate the lesson taught in the mini lesson. It is also a time to expose students to a variety of authors’ styles. The teacher has an opportunity to show students the joy of writing and teach them how to use an authentic text as a model for their own personal writing. Teachers should have a set purpose for each lesson.

The mentor text should be used in conjunction with the mini-lesson. It provides students with the opportunity to see the teacher model the lesson using an authentic text.

### Mini Lesson/Shared Writing:

The mini-lessons for the MAISA Writing Workshop teach concepts, strategies, and techniques for writing. Mini-lessons fall into four categories: The 10-15 minute mini-lessons gives teachers the classroom procedures, the writer’s process, qualities of good writing, and editing skills. The 10 minute mini-lesson gives teachers the opportunity to give direct instruction to the students and model the lessons using authentic texts. Teachers are expected to develop anchor charts with the students for future reference.

*Sample mini-lessons can include:*

- Process Writing:
  - Prewriting
  - Drafting

	<ul style="list-style-type: none"> <li>○ Editing</li> <li>○ Revising</li> <li>○ Publishing</li> <li>● Procedures for Writer’s Workshop</li> <li>● Writing strategies/skills</li> <li>● Qualities of good writing</li> <li>● Literary techniques (e.g. voice, descriptive words, etc)</li> <li>● Student reflection in Notebooks</li> </ul>
<p><b>Section 2</b> 20 minutes</p>	<p align="center"><b>Independent Writing/Conferencing</b></p>
<p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>● Teacher is conferencing individually or in small groups daily</li> <li>● Through conferencing and observation of the student’s work, teacher can plan for a small group, future mini lesson whole group, or individually</li> <li>● Teacher may want to pull a small group together to address a common need</li> </ul>	<p><b>Student:</b></p> <ul style="list-style-type: none"> <li>● Students writing for a sustained time on topics of their choice</li> <li>● As students write, they are practicing the strategy or skill taught in the whole group lesson or working through the stages of the writing process</li> <li>● Some students may conference with each other (peer conference) or an adult</li> </ul>
<p><b>Section 3</b> 5-10 minutes</p>	<p align="center"><b>Group Share – Celebration of Learning</b></p> <p align="center">Students share and evaluate Students turn to partners – Listen and respond to each other. Then 2 or 3 may share whole group. Students share new learnings, enthusiasm for writing, strategies used/discovered and response projects. This is an opportunity for students to receive feedback in a public setting.</p>

The class regroups to discuss what they learned or did in their groups, such as which strategies they employed for writing. Share time is **VERY IMPORTANT** and should not be skipped. Some of the benefits include:

- A way to assess what students have and have not learned.
- Students learn to listen, think, and talk about their learning
- Keeps kids on task, knowing that they will have to discuss their work during share time

Some great strategies for sharing include:

- **Knee to knee:** partners go knee to knee to discuss a teacher's question or share what they learned/did in Writing Workshop.
- **Individual Share:** teacher asks one student to share something they practiced that the teacher noticed during Writing.
- **Teacher Share:** The teacher may decide to share his/her notices during independent writing/conferencing time.



# EAST POINTE COMMUNITY SCHOOLS

## **Writing Prompts**

(Use with Writing Pathways Book and score using Pathways Rubrics)

### **On Demand Pre and Post Narrative Writing**

Kindergarten: Writing Pathways p. 354 *Special Birthday or Special Day*

First Grade: Writing Pathways p. 354 *Special Day*

Second Grade: Writing Pathways p. 354 *Small Moment*

### **On Demand Pre and Post Information Writing**

Kindergarten: Writing Pathways p. 226 *See Informational Reading Summative Test*

First Grade: Writing Pathways p. 226 *Animals*

Second Grade: Writing Pathways p. 226 *Animals*

### **On Demand Pre and Post Opinion Writing**

Kindergarten: Writing Pathways p. 116 *Favorite Color*

First Grade: Writing Pathways p. 116 *Favorite Special*

Second Grade: Writing Pathways p. 116 *School Lunch*

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Rubric for Narrative Writing—Kindergarten

	<b>Pre-Kindergarten</b> (2 POINTS)	2.5 PTS	<b>Kindergarten</b> (3 POINTS)	3.5 PTS	<b>Grade 1</b> (4 POINTS)	SCORE
<b>STRUCTURE</b>						
<b>Overall</b>	The writer told a story with pictures and some "writing."	Mid-level	The writer told, drew, and wrote a whole story.	Mid-level	The writer wrote about when she did something.	
<b>Lead</b>	The writer started by drawing or saying something.	Mid-level	The writer had a page that showed what happened first.	Mid-level	The writer tried to make a beginning for his story.	
<b>Transitions</b>	The writer kept on working.	Mid-level	The writer put his pages in order.	Mid-level	The writer put her pages in order. She used words such as <i>and</i> and <i>then, so</i> .	
<b>Ending</b>	The writer's story ended.	Mid-level	The writer had a page that showed what happened last in her story.	Mid-level	The writer found a way to end his story.	
<b>Organization</b>	On the writer's paper, there was a place for drawing and a place where she tried to write words.	Mid-level	The writer's story had a page for the beginning, a page for the middle, and a page for the end.	Mid-level	The writer wrote her story across three or more pages.	
						TOTAL:
<b>DEVELOPMENT</b>						
<b>Elaboration*</b>	The writer put more and then more on the page.	Mid-level	The writer's story indicated who was there, what they did, and how the characters felt.	Mid-level	The writer put the picture from his mind onto the page. He had details in pictures and words.	(×2)
<b>Craft*</b>	In the writer's story, she told and showed what happened.	Mid-level	The writer drew and wrote some details about what happened.	Mid-level	The writer used labels and words to give details.	(×2)
						TOTAL:

\* Elaboration and Craft are double-weighted categories: Whatever score a student would get in these categories is worth double the amount of points. For example, if a student exceeds expectations in Elaboration, then that student would receive 8 points instead of 4 points. If a student meets standards in Elaboration, then that student would receive 6 points instead of 3 points.

	<b>Pre-Kindergarten</b> (2 POINTS)	2.5 PTS	<b>Kindergarten</b> (3 POINTS)	3.5 PTS	<b>Grade 1</b> (4 POINTS)	SCORE
<b>LANGUAGE CONVENTIONS</b>						
<b>Spelling</b>	The writer could read his pictures and some of his words. The writer tried to make words.	Mid-level	The writer could read her writing. The writer wrote a letter for the sounds she heard. The writer used the word wall to help her spell.	Mid-level	The writer used all he knew about words and chunks of words ( <i>at, op, it, etc.</i> ) to help him spell. The writer spelled all the word wall words right and used the word wall to help him spell other words.	
<b>Punctuation</b>	The writer could label pictures. The writer could write her name.	Mid-level	The writer put spaces between words. The writer used lowercase letters unless capitals were needed. The writer wrote capital letters to start every sentence.	Mid-level	The writer ended sentences with punctuation. The writer used a capital letter for names. The writer used commas in dates and lists.	
						TOTAL:

Teachers, we created these rubrics so you will have your own place to pull together scores of student work. You can use these assessments immediately after giving the on-demands and also for self-assessment and setting goals.

If you want to translate this score into a grade, you can use the provided table to score each student on a scale of 0–4.

### Scoring Guide

In each row, circle the descriptor in the column that matches the student work. Scores in the categories of Elaboration and Craft are worth double the point value (4, 5, 6, 7, or 8 instead of 2, 2.5, 3, 3.5, or 4).

Total the number of points and then track students' progress by seeing when the total points increase.

Total score: \_\_\_\_\_

Number of Points	Scaled Score
2–22	2
22.5–27.5	2.5
28–33	3
33.5–38.5	3.5
39–44	4

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Rubric for Information Writing—Kindergarten

	<b>Pre-Kindergarten</b> (2 POINTS)	2.5 PTS	<b>Kindergarten</b> (3 POINTS)	3.5 PTS	<b>Grade 1</b> (4 POINTS)	SCORE
<b>STRUCTURE</b>						
<b>Overall</b>	The writer told and drew pictures about a topic she knew.	Mid-level	The writer told, drew, and wrote about a topic.	Mid-level	The writer taught readers about a topic.	
<b>Lead</b>	The writer started by drawing or saying something.	Mid-level	The writer told what her topic was.	Mid-level	The writer named his topic in the beginning and got the readers' attention.	
<b>Transitions</b>	The writer kept on working.	Mid-level	The writer put different things he knew about the topic on his pages.	Mid-level	The writer told different parts about her topic on different pages.	
<b>Ending</b>	After the writer said, drew, and "wrote" all he could about his topic, he ended it.	Mid-level	The writer had a last part or page.	Mid-level	The writer wrote an ending.	
<b>Organization</b>	On the writer's paper, there was a place for the drawing and a place where she tried to write words.	Mid-level	The writer told, drew, and wrote information across pages.	Mid-level	The writer told about her topic part by part.	
						TOTAL:
<b>DEVELOPMENT</b>						
<b>Elaboration*</b>	The writer put more and then more on the page.	Mid-level	The writer drew and wrote some important things about the topic.	Mid-level	The writer put facts in his writing to teach about his topic.	(×2)
<b>Craft*</b>	The writer said, drew, and "wrote" things she knew about the topic.	Mid-level	The writer told, drew, and wrote some details about the topic.	Mid-level	The writer used labels and words to give facts.	(×2)
						TOTAL:

\* Elaboration and Craft are double-weighted categories: Whatever score a student would get in these categories is worth double the amount of points. For example, if a student exceeds expectations in Elaboration, then that student would receive 8 points instead of 4 points. If a student meets standards in Elaboration, then that student would receive 6 points instead of 3 points.

	<b>Pre-Kindergarten</b> (2 POINTS)	2.5 PTS	<b>Kindergarten</b> (3 POINTS)	3.5 PTS	<b>Grade 1</b> (4 POINTS)	SCORE
<b>LANGUAGE CONVENTIONS</b>						
<b>Spelling</b>	The writer could read his pictures and some of his words. The writer tried to make words.	Mid-level	The writer could read her writing. The writer wrote a letter for the sounds she heard. The writer used the word wall to help her spell.	Mid-level	The writer used all he knew about words and chunks ( <i>at, op, it, etc.</i> ) to help him spell. The writer spelled the word wall words right and used the word wall to help him spell other words.	
<b>Punctuation</b>	The writer could label pictures. The writer could write her name.	Mid-level	The writer wrote spaces between words. The writer used lowercase letters unless capitals were needed. The writer wrote capital letters to start every sentence.	Mid-level	The writer ended sentences with punctuation. The writer used a capital letter for names. The writer used commas in dates and lists.	
						TOTAL:

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If you want to translate this score into a grade, you can use the provided table to score each student on a scale of 0–4.

**Scoring Guide**

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Total the number of points and then track students' progress by seeing when the total points increase.

Total score: \_\_\_\_\_

Number of Points	Scaled Score
2–22	2
22.5–27.5	2.5
28–33	3
33.5–38.5	3.5
39–44	4



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Rubric for Opinion Writing—Kindergarten

	<b>Pre-Kindergarten</b> (2 POINTS)	2.5 PTS	<b>Kindergarten</b> (3 POINTS)	3.5 PTS	<b>Grade 1</b> (4 POINTS)	SCORE
<b>STRUCTURE</b>						
<b>Overall</b>	The writer told about something she liked or disliked with pictures and some "writing."	Mid-level	The writer told, drew, and wrote his opinion or likes and dislikes about a topic or book.	Mid-level	The writer wrote her opinion or her likes and dislikes and said why.	
<b>Lead</b>	The writer started by drawing or saying something.	Mid-level	The writer wrote her opinion in the beginning.	Mid-level	The writer wrote a beginning in which he got readers' attention. He named the topic or text he was writing about and gave his opinion.	
<b>Transitions</b>	The writer kept on working.	Mid-level	The writer wrote his idea and then said more. He used words such as <i>because</i> .	Mid-level	The writer said more about her opinion and used words such as <i>and</i> and <i>because</i> .	
<b>Ending</b>	The writer ended working when he had said, drawn, and "written" all he could about his opinion.	Mid-level	The writer had a last part or page.	Mid-level	The writer wrote an ending for his piece.	
<b>Organization</b>	On the writer's paper, there was a place for the drawing and a place where she tried to write words.	Mid-level	The writer told his opinion in one place and in another place he said why.	Mid-level	The writer wrote a part where she got readers' attention and a part where she said more.	
						TOTAL:
<b>DEVELOPMENT</b>						
<b>Elaboration*</b>	The writer put more and then more on the page.	Mid-level	The writer put everything she thought about the topic (or book) on the page.	Mid-level	The writer wrote at least one reason for his opinion.	(×2)
<b>Craft*</b>	The writer said, drew, and "wrote" some things about what she liked and did not like.	Mid-level	The writer had details in pictures and words.	Mid-level	The writer used labels and words to give details.	(×2)
						TOTAL:

	<b>Pre-Kindergarten</b> (2 POINTS)	2.5 PTS	<b>Kindergarten</b> (3 POINTS)	3.5 PTS	<b>Grade 1</b> (4 POINTS)	SCORE
<b>LANGUAGE CONVENTIONS</b>						
<b>Spelling</b>	The writer could read his pictures and some of his words. The writer tried to make words.	Mid-level	The writer could read her writing. The writer wrote a letter for the sounds she heard. The writer used the word wall to help her spell.	Mid-level	The writer used all he knew about words and chunks of words ( <i>at, op, it</i> , etc.) to help him spell. The writer spelled all the word wall words right and used the word wall to help him spell other words.	
<b>Punctuation</b>	The writer could label pictures. The writer could write her name.	Mid-level	The writer put spaces between words. The writer used lowercase letters unless capitals were needed. The writer wrote capital letters to start every sentence.	Mid-level	The writer ended sentences with punctuation. The writer used a capital letter for names. The writer used commas in dates and lists.	
						TOTAL:

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Total the number of points and then track students' progress by seeing when the total points increase.

Total score: \_\_\_\_\_

Number of Points	Scaled Score
2–22	2
22.5–27.5	2.5
28–33	3
33.5–38.5	3.5
39–44	4

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Rubric for Narrative Writing—First Grade

	<b>Pre-Kindergarten</b> (1 POINT)	1.5 PTS	<b>Kindergarten</b> (2 POINTS)	2.5 PTS	<b>Grade 1</b> (3 POINTS)	3.5 PTS	<b>Grade 2</b> (4 POINTS)	SCORE
<b>STRUCTURE</b>								
<b>Overall</b>	The writer told a story with pictures and some "writing."	Mid-level	The writer told, drew, and wrote a whole story.	Mid-level	The writer wrote about when she did something.	Mid-level	The writer wrote about <i>one time</i> when he did something.	
<b>Lead</b>	The writer started by drawing or saying something.	Mid-level	The writer had a page that showed what happened first.	Mid-level	The writer tried to make a beginning for his story.	Mid-level	The writer thought about how to write a good beginning and chose a way to start her story. She chose the action, talk, or setting that would make a good beginning.	
<b>Transitions</b>	The writer kept on working.	Mid-level	The writer put his pages in order.	Mid-level	The writer put her pages in order. She used words such as <i>and</i> and <i>then, so</i> .	Mid-level	The writer told the story in order by using words such as <i>when, then, and after</i> .	
<b>Ending</b>	The writer's story ended.	Mid-level	The writer had a page that showed what happened last in her story.	Mid-level	The writer found a way to end his story.	Mid-level	The writer chose the action, talk, or feeling that would make a good ending.	
<b>Organization</b>	On the writer's paper, there was a place for drawing and a place where she tried to write words.	Mid-level	The writer's story had a page for the beginning, a page for the middle, and a page for the end.	Mid-level	The writer wrote her story across three or more pages.	Mid-level	The writer wrote a lot of lines on a page and wrote across a lot of pages.	
								TOTAL:
<b>DEVELOPMENT</b>								
<b>Elaboration*</b>	The writer put more and then more on the page.	Mid-level	The writer's story indicated who was there, what they did, and how the characters felt.	Mid-level	The writer put the picture from his mind onto the page. He had details in pictures and words.	Mid-level	The writer tried to bring her characters to life with details, talk, and actions.	(×2)
<b>Craft*</b>	In the writer's story, she told and showed what happened.	Mid-level	The writer drew and wrote some details about what happened.	Mid-level	The writer used labels and words to give details.	Mid-level	The writer chose strong words that would help readers picture his story.	(×2)
								TOTAL:

\* Elaboration and Craft are double-weighted categories: Whatever score a student would get in these categories is worth double the amount of points. For example, if a student exceeds expectations in Elaboration, then that student would receive 8 points instead of 4 points. If a student meets standards in Elaboration, then that student would receive 6 points instead of 3 points.

	<b>Pre-Kindergarten</b> (1 POINT)	1.5 PTS	<b>Kindergarten</b> (2 POINTS)	2.5 PTS	<b>Grade 1</b> (3 POINTS)	3.5 PTS	<b>Grade 2</b> (4 POINTS)	SCORE
<b>LANGUAGE CONVENTIONS</b>								
<b>Spelling</b>	The writer could read his pictures and some of his words. The writer tried to make words.	Mid-level	The writer could read her writing. The writer wrote a letter for the sounds she heard. The writer used the word wall to help her spell.	Mid-level	The writer used all he knew about words and chunks of words ( <i>at, op, it, etc.</i> ) to help him spell. The writer spelled all the word wall words right and used the word wall to help him spell other words.	Mid-level	To spell a word, the writer used what she knew about spelling patterns ( <i>tion, er, ly, etc.</i> ). The writer spelled all of the word wall words correctly and used the word wall to help him figure out how to spell other words.	
<b>Punctuation</b>	The writer could label pictures. The writer could write her name.	Mid-level	The writer put spaces between words. The writer used lowercase letters unless capitals were needed. The writer wrote capital letters to start every sentence.	Mid-level	The writer ended sentences with punctuation. The writer used a capital letter for names. The writer used commas in dates and lists.	Mid-level	The writer used quotation marks to show what characters said. When the writer used words such as <i>can't</i> and <i>don't</i> , he used the apostrophe.	
								TOTAL:

Teachers, we created these rubrics so you will have your own place to pull together scores of student work. You can use these assessments immediately after giving the on-demands and also for self-assessment and setting goals.

### Scoring Guide

In each row, circle the descriptor in the column that matches the student work. Scores in the categories of Elaboration and Craft are worth double the point value (2, 3, 4, 5, 6, 7, or 8 instead of 1, 1.5, 2, 2.5, 3, 3.5, or 4).

Total the number of points and then track students' progress by seeing when the total points increase.

Total score: \_\_\_\_\_

If you want to translate this score into a grade, you can use the provided table to score each student on a scale of 0–4.

Number of Points	Scaled Score
1–11	1
11.5–16.5	1.5
17–22	2
22.5–27.5	2.5
28–33	3
33.5–38.5	3.5
39–44	4

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Rubric for Information Writing—First Grade

	<b>Pre-Kindergarten</b> (1 POINT)	1.5 PTS	<b>Kindergarten</b> (2 POINTS)	2.5 PTS	<b>Grade 1</b> (3 POINTS)	3.5 PTS	<b>Grade 2</b> (4 POINTS)	SCORE
<b>STRUCTURE</b>								
<b>Overall</b>	The writer told and drew pictures about a topic she knew.	Mid-level	The writer told, drew, and wrote about a topic.	Mid-level	The writer taught her readers about a topic.	Mid-level	The writer taught readers some important points about a subject.	
<b>Lead</b>	The writer started by drawing or saying something.	Mid-level	The writer told what her topic was.	Mid-level	The writer named his topic in the beginning and got the readers' attention.	Mid-level	The writer wrote a beginning in which he named a subject and tried to interest readers.	
<b>Transitions</b>	The writer kept on working.	Mid-level	The writer put different things he knew about the topic on his pages.	Mid-level	The writer told different parts about her topic on different pages.	Mid-level	The writer used words such as <i>and</i> and <i>also</i> to show he had more to say.	
<b>Ending</b>	After the writer said, drew, and "wrote" all he could about his topic, he ended it.	Mid-level	The writer had a last part or page.	Mid-level	The writer wrote an ending.	Mid-level	The writer wrote some sentences or a section at the end to wrap up her piece.	
<b>Organization</b>	On the writer's paper, there was a place for the drawing and a place where she tried to write words.	Mid-level	The writer told, drew, and wrote information across pages.	Mid-level	The writer told about her topic part by part.	Mid-level	The writer's writing had different parts. Each part told different information about the topic.	
								TOTAL:
<b>DEVELOPMENT</b>								
<b>Elaboration*</b>	The writer put more and then more on the page.	Mid-level	The writer drew and wrote some important things about the topic.	Mid-level	The writer put facts in his writing to teach about his topic.	Mid-level	The writer used different kinds of information in her writing such as facts, definitions, details, steps, and tips.	(×2)
<b>Craft*</b>	The writer said, drew, and "wrote" things she knew about the topic.	Mid-level	The writer told, drew, and wrote some details about the topic.	Mid-level	The writer used labels and words to give facts.	Mid-level	The writer tried to include the words that showed he was an expert on the subject.	(×2)
								TOTAL:

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	<b>Pre-Kindergarten</b> (1 POINT)	1.5 PTS	<b>Kindergarten</b> (2 POINTS)	2.5 PTS	<b>Grade 1</b> (3 POINTS)	3.5 PTS	<b>Grade 2</b> (4 POINTS)	SCORE
<b>LANGUAGE CONVENTIONS</b>								
<b>Spelling</b>	The writer could read his pictures and some of his words. The writer tried to make words.	Mid-level	The writer could read her writing. The writer wrote a letter for the sounds she heard. The writer used the word wall to help her spell.	Mid-level	The writer used all he knew about words and chunks ( <i>at, op, it, etc.</i> ) to help him spell. The writer spelled the word wall words right and used the word wall to help him spell other words.	Mid-level	The writer used what she knew about spelling patterns ( <i>tion, er, ly, etc.</i> ) to spell a word. The writer spelled all of the word wall words correctly and used the word wall to help her figure out how to spell other words.	
<b>Punctuation</b>	The writer could label pictures. The writer could write her name.	Mid-level	The writer wrote spaces between words. The writer used lowercase letters unless capitals were needed. The writer wrote capital letters to start every sentence.	Mid-level	The writer ended sentences with punctuation. The writer used a capital letter for names. The writer used commas in dates and lists.	Mid-level	The writer used quotation marks to show what characters said. When the writer used words such as <i>can't</i> and <i>don't</i> , he put in the apostrophe.	
								TOTAL:

Teachers, we created these rubrics so you will have your own place to pull together scores of student work. You can use these assessments immediately after giving the on-demands and also for self-assessment and setting goals.

### Scoring Guide

In each row, circle the descriptor in the column that matches the student work. Scores in the categories of Elaboration and Craft are worth double the point value (2, 3, 4, 5, 6, 7, or 8 instead of 1, 1.5, 2, 2.5, 3, 3.5, or 4).

Total the number of points and then track students' progress by seeing when the total points increase.

Total score: \_\_\_\_\_

If you want to translate this score into a grade, you can use the provided table to score each student on a scale of 0–4.

Number of Points	Scaled Score
1–11	1
11.5–16.5	1.5
17–22	2
22.5–27.5	2.5
28–33	3
33.5–38.5	3.5
39–44	4

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Rubric for Opinion Writing—First Grade

	<b>Pre-Kindergarten</b> (1 POINT)	1.5 PTS	<b>Kindergarten</b> (2 POINTS)	2.5 PTS	<b>Grade 1</b> (3 POINTS)	3.5 PTS	<b>Grade 2</b> (4 POINTS)	SCORE
<b>STRUCTURE</b>								
<b>Overall</b>	The writer told about something she liked or disliked with pictures and some "writing."	Mid-level	The writer told, drew, and wrote his opinion or likes and dislikes about a topic or book.	Mid-level	The writer wrote her opinion or her likes and dislikes and said why.	Mid-level	The writer wrote his opinion or his likes and dislikes and gave reasons for his opinion.	
<b>Lead</b>	The writer started by drawing or saying something.	Mid-level	The writer wrote her opinion in the beginning.	Mid-level	The writer wrote a beginning in which he got readers' attention. He named the topic or text he was writing about and gave his opinion.	Mid-level	The writer wrote a beginning in which she not only gave her opinion, but also set readers up to expect that her writing would try to convince them of it.	
<b>Transitions</b>	The writer kept on working.	Mid-level	The writer wrote his idea and then said more. He used words such as <i>because</i> .	Mid-level	The writer said more about her opinion and used words such as <i>and</i> and <i>because</i> .	Mid-level	The writer connected parts of his piece using words such as <i>also</i> , <i>another</i> , and <i>because</i> .	
<b>Ending</b>	The writer ended working when he had said, drawn, and "written" all he could about his opinion.	Mid-level	The writer had a last part or page.	Mid-level	The writer wrote an ending for his piece.	Mid-level	The writer wrote an ending in which she reminded readers of her opinion.	
<b>Organization</b>	On the writer's paper, there was a place for the drawing and a place where she tried to write words.	Mid-level	The writer told his opinion in one place and in another place he said why.	Mid-level	The writer wrote a part where she got readers' attention and a part where she said more.	Mid-level	The writer's piece had different parts; he wrote a lot of lines for each part.	
								TOTAL:
<b>DEVELOPMENT</b>								
<b>Elaboration*</b>	The writer put more and then more on the page.	Mid-level	The writer put everything she thought about the topic (or book) on the page.	Mid-level	The writer wrote at least one reason for his opinion.	Mid-level	The writer wrote at least two reasons and wrote at least a few sentences about each one.	(×2)

\* Elaboration and Craft are double-weighted categories: Whatever score a student would get in these categories is worth double the amount of points. For example, if a student exceeds expectations in Elaboration, then that student would receive 8 points instead of 4 points. If a student meets standards in Elaboration, then that student would receive 6 points instead of 3 points.

	<b>Pre-Kindergarten</b> (1 POINT)	1.5 PTS	<b>Kindergarten</b> (2 POINTS)	2.5 PTS	<b>Grade 1</b> (3 POINTS)	3.5 PTS	<b>Grade 2</b> (4 POINTS)	SCORE
<b>DEVELOPMENT (cont.)</b>								
<b>Craft*</b>	The writer said, drew, and "wrote" some things about what she liked and did not like.	Mid-level	The writer had details in pictures and words.	Mid-level	The writer used labels and words to give details.	Mid-level	The writer chose words that would make readers agree with his opinion.	(×2)
								TOTAL:
<b>LANGUAGE CONVENTIONS</b>								
<b>Spelling</b>	The writer could read his pictures and some of his words. The writer tried to make words.	Mid-level	The writer could read her writing. The writer wrote a letter for the sounds she heard. The writer used the word wall to help her spell.	Mid-level	The writer used all he knew about words and chunks of words ( <i>at, op, it, etc.</i> ) to help him spell. The writer spelled all the word wall words right and used the word wall to help him spell other words.	Mid-level	To spell a word, the writer used what she knew about spelling patterns ( <i>tion, er, ly, etc.</i> ). The writer spelled all of the word wall words correctly and used the word wall to help her figure out how to spell other words.	
<b>Punctuation</b>	The writer could label pictures. The writer could write her name.	Mid-level	The writer put spaces between words. The writer used lowercase letters unless capitals were needed. The writer wrote capital letters to start every sentence.	Mid-level	The writer ended sentences with punctuation. The writer used a capital letter for names. The writer used commas in dates and lists.	Mid-level	The writer used quotation marks to show what characters said. When the writer used words such as <i>can't</i> and <i>don't</i> , he put in the apostrophe.	
								TOTAL:

\* Elaboration and Craft are double-weighted categories: Whatever score a student would get in these categories is worth double the amount of points. For example, if a student exceeds expectations in Elaboration, then that student would receive 8 points instead of 4 points. If a student meets standards in Elaboration, then that student would receive 6 points instead of 3 points.

Teachers, we created these rubrics so you will have your own place to pull together scores of student work. You can use these assessments immediately after giving the on-demands and also for self-assessment and setting goals.

### Scoring Guide

In each row, circle the descriptor in the column that matches the student work. Scores in the categories of Elaboration and Craft are worth double the point value (2, 3, 4, 5, 6, 7, or 8 instead of 1, 1.5, 2, 2.5, 3, 3.5, or 4).

Total the number of points and then track students' progress by seeing when the total points increase.

Total score: \_\_\_\_\_

Number of Points	Scaled Score
1–11	1
11.5–16.5	1.5
17–22	2
22.5–27.5	2.5
28–33	3
33.5–38.5	3.5
39–44	4

If you want to translate this score into a grade, you can use the provided table to score each student on a scale of 0–4.



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Rubric for Narrative Writing—Second Grade

	<b>Kindergarten</b> (1 POINT)	1.5 PTS	<b>Grade 1</b> (2 POINTS)	2.5 PTS	<b>Grade 2</b> (3 POINTS)	3.5 PTS	<b>Grade 3</b> (4 POINTS)	SCORE
<b>STRUCTURE</b>								
<b>Overall</b>	The writer told, drew, and wrote a whole story.	Mid-level	The writer wrote about when he did something.	Mid-level	The writer wrote about <i>one time</i> when she did something.	Mid-level	The writer told the story bit by bit.	
<b>Lead</b>	The writer had a page that showed what happened first.	Mid-level	The writer tried to make a beginning for her story.	Mid-level	The writer thought about how to write a good beginning and chose a way to start his story. He chose the action, talk, or setting that would make a good beginning.	Mid-level	The writer wrote a beginning in which she helped readers know who the characters were and what the setting was in her story.	
<b>Transitions</b>	The writer put her pages in order.	Mid-level	The writer put his pages in order. He used words such as <i>and</i> and <i>then, so</i> .	Mid-level	The writer told her story in order by using words such as <i>when, then, and after</i> .	Mid-level	The writer told his story in order by using phrases such as <i>a little later</i> or <i>after that</i> .	
<b>Ending</b>	The writer had a page that showed what happened last in his story.	Mid-level	The writer found a way to end her story.	Mid-level	The writer chose the action, talk, or feeling that would make a good ending.	Mid-level	The writer chose the action, talk, or feeling that would make a good ending, and worked to write it well.	
<b>Organization</b>	The writer's story had a page for the beginning, a page for the middle, and a page for the end.	Mid-level	The writer wrote his story across three or more pages.	Mid-level	The writer wrote a lot of lines on a page and wrote across a lot of pages.	Mid-level	The writer used paragraphs and skipped lines to separate what happened first from what happened later (and finally) in his story.	
								TOTAL:

	<b>Kindergarten</b> (1 POINT)	1.5 PTS	<b>Grade 1</b> (2 POINTS)	2.5 PTS	<b>Grade 2</b> (3 POINTS)	3.5 PTS	<b>Grade 3</b> (4 POINTS)	SCORE
<b>DEVELOPMENT</b>								
<b>Elaboration*</b>	The writer's story indicated who was there, what they did, and how the characters felt.	Mid-level	The writer put the picture from her mind onto the page. She had details in pictures and words.	Mid-level	The writer tried to bring his characters to life with details, talk, and actions.	Mid-level	The writer worked to show what was happening to (and in) her characters.	(×2)
<b>Craft*</b>	The writer drew and wrote some details about what happened.	Mid-level	The writer used labels and words to give details.	Mid-level	The writer chose strong words that would help readers picture her story.	Mid-level	The writer not only told his story, but also wrote it in ways that got readers to picture what was happening and that brought his story to life.	(×2)
								TOTAL:
<b>LANGUAGE CONVENTIONS</b>								
<b>Spelling</b>	The writer could read her writing. The writer wrote a letter for the sounds she heard. The writer used the word wall to help her spell.	Mid-level	The writer used all he knew about words and chunks of words ( <i>at, op, it, etc.</i> ) to help him spell. The writer spelled all the word wall words right and used the word wall to help him spell other words.	Mid-level	To spell a word, the writer used what he knew about spelling patterns ( <i>tion, er, ly, etc.</i> ). The writer spelled all of the word wall words correctly and used the word wall to help him figure out how to spell other words.	Mid-level	The writer used what she knew about spelling patterns to help her spell and edit before she wrote her final draft. The writer got help from others to check her spelling and punctuation before she wrote her final draft.	

\* Elaboration and Craft are double-weighted categories: Whatever score a student would get in these categories is worth double the amount of points. For example, if a student exceeds expectations in Elaboration, then that student would receive 8 points instead of 4 points. If a student meets standards in Elaboration, then that student would receive 6 points instead of 3 points.

	<b>Kindergarten</b> (1 POINT)	1.5 PTS	<b>Grade 1</b> (2 POINTS)	2.5 PTS	<b>Grade 2</b> (3 POINTS)	3.5 PTS	<b>Grade 3</b> (4 POINTS)	SCORE
<b>LANGUAGE CONVENTIONS (cont.)</b>								
<b>Punctuation</b>	The writer put spaces between words. The writer used lowercase letters unless capitals were needed. The writer wrote capital letters to start every sentence.	Mid-level	The writer ended sentences with punctuation. The writer used a capital letter for names. The writer used commas in dates and lists.	Mid-level	The writer used quotation marks to show what characters said. When the writer used words such as <i>can't</i> and <i>don't</i> , she used the apostrophe.	Mid-level	The writer punctuated dialogue correctly with commas and quotation marks. While writing, the writer put punctuation at the end of every sentence. The writer wrote in ways that helped readers read with expression, reading some parts quickly, some slowly, some parts in one sort of voice and others in another.	
								TOTAL:

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If you want to translate this score into a grade, you can use the provided table to score each student on a scale of 0–4.

### Scoring Guide

In each row, circle the descriptor in the column that matches the student work. Scores in the categories of Elaboration and Craft are worth double the point value (2, 3, 4, 5, 6, 7, or 8 instead of 1, 1.5, 2, 2.5, 3, 3.5, or 4).

Total the number of points and then track students' progress by seeing when the total points increase.

Total score: \_\_\_\_\_

Number of Points	Scaled Score
1–11	1
11.5–16.5	1.5
17–22	2
22.5–27.5	2.5
28–33	3
33.5–38.5	3.5
39–44	4

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Rubric for Information Writing—Second Grade

	<b>Kindergarten</b> (1 POINT)	1.5 PTS	<b>Grade 1</b> (2 POINTS)	2.5 PTS	<b>Grade 2</b> (3 POINTS)	3.5 PTS	<b>Grade 3</b> (4 POINTS)	SCORE
<b>STRUCTURE</b>								
<b>Overall</b>	The writer told, drew, and wrote about a topic.	Mid-level	The writer taught his readers about a topic.	Mid-level	The writer taught readers some important points about a subject.	Mid-level	The writer taught readers information about a subject. He put in ideas, observations, and questions.	
<b>Lead</b>	The writer told what his topic was.	Mid-level	The writer named her topic in the beginning and got the readers' attention.	Mid-level	The writer wrote a beginning in which he named a subject and tried to interest readers.	Mid-level	The writer wrote a beginning in which she got readers ready to learn a lot of information about the subject.	
<b>Transitions</b>	The writer put different things she knew about the topic on her pages.	Mid-level	The writer told different parts about his topic on different pages.	Mid-level	The writer used words such as <i>and</i> and <i>also</i> to show she had more to say.	Mid-level	The writer used words to show sequence such as <i>before</i> , <i>after</i> , <i>then</i> , and <i>later</i> . He also used words to show what did not fit such as <i>however</i> and <i>but</i> .	
<b>Ending</b>	The writer had a last part or page.	Mid-level	The writer wrote an ending.	Mid-level	The writer wrote some sentences or a section at the end to wrap up his piece.	Mid-level	The writer wrote an ending that drew conclusions, asked questions, or suggested ways readers might respond.	
<b>Organization</b>	The writer told, drew and wrote information across pages.	Mid-level	The writer told about his topic part by part.	Mid-level	The writer's writing had different parts. Each part told different information about the topic.	Mid-level	The writer grouped his information into parts. Each part was mostly about one thing that connected to his big topic.	
								TOTAL:

	<b>Kindergarten</b> (1 POINT)	1.5 PTS	<b>Grade 1</b> (2 POINTS)	2.5 PTS	<b>Grade 2</b> (3 POINTS)	3.5 PTS	<b>Grade 3</b> (4 POINTS)	SCORE
<b>DEVELOPMENT</b>								
<b>Elaboration*</b>	The writer drew and wrote some important things about the topic.	Mid-level	The writer put facts in her writing to teach about her topic.	Mid-level	The writer used different kinds of information in his writing such as facts, definitions, details, steps, and tips.	Mid-level	The writer wrote facts, definitions, details, and observations about her topic and explained some of them.	(×2)
<b>Craft*</b>	The writer told, drew, and wrote some details about the topic.	Mid-level	The writer used labels and words to give facts.	Mid-level	The writer tried to include the words that showed she was an expert on the subject.	Mid-level	The writer chose expert words to teach readers a lot about the subject. He taught information in a way to interest readers. He may have used drawings, captions, or diagrams.	(×2)
								TOTAL:
<b>LANGUAGE CONVENTIONS</b>								
<b>Spelling</b>	The writer could read his writing. The writer wrote a letter for the sounds he heard. The writer used the word wall to help her spell.	Mid-level	The writer used all she knew about words and chunks ( <i>at, op, it, etc.</i> ) to help her spell. The writer spelled the word wall words right and used the word wall to help her spell other words.	Mid-level	The writer used what he knew about spelling patterns ( <i>tion, er, ly, etc.</i> ) to spell a word. The writer spelled all of the word wall words correctly and used the word wall to help him figure out how to spell other words.	Mid-level	The writer used what she knew about spelling patterns to help her spell and edit before she wrote her final draft. The writer got help from others to check her spelling and punctuation before she wrote her final draft.	

\* Elaboration and Craft are double-weighted categories: Whatever score a student would get in these categories is worth double the amount of points. For example, if a student exceeds expectations in Elaboration, then that student would receive 8 points instead of 4 points. If a student meets standards in Elaboration, then that student would receive 6 points instead of 3 points.

	<b>Kindergarten</b> (1 POINT)	1.5 PTS	<b>Grade 1</b> (2 POINTS)	2.5 PTS	<b>Grade 2</b> (3 POINTS)	3.5 PTS	<b>Grade 3</b> (4 POINTS)	SCORE
<b>LANGUAGE CONVENTIONS (cont.)</b>								
<b>Punctuation</b>	The writer wrote spaces between words. The writer used lowercase letters unless capitals were needed. The writer wrote capital letters to start every sentence.	Mid-level	The writer ended sentences with punctuation. The writer used a capital letter for names. The writer used commas in dates and lists.	Mid-level	The writer used quotation marks to show what characters said. When the writer used words such as <i>can't</i> and <i>don't</i> , she put in the apostrophe.	Mid-level	The writer punctuated dialogue correctly, with commas and quotation marks. The writer put punctuation at the end of every sentence while writing. The writer wrote in ways that helped readers read with expression, reading some parts quickly, some slowly, some parts in one sort of voice and others in another.	
								TOTAL:

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If you want to translate this score into a grade, you can use the provided table to score each student on a scale of 0–4.

### Scoring Guide

In each row, circle the descriptor in the column that matches the student work. Scores in the categories of Elaboration and Craft are worth double the point value (2, 3, 4, 5, 6, 7, or 8 instead of 1, 1.5, 2, 2.5, 3, 3.5, or 4).

Total the number of points and then track students' progress by seeing when the total points increase.

Total score: \_\_\_\_\_

Number of Points	Scaled Score
1–11	1
11.5–16.5	1.5
17–22	2
22.5–27.5	2.5
28–33	3
33.5–38.5	3.5
39–44	4

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Rubric for Opinion Writing—Second Grade

	<b>Kindergarten</b> (1 POINT)	1.5 PTS	<b>Grade 1</b> (2 POINTS)	2.5 PTS	<b>Grade 2</b> (3 POINTS)	3.5 PTS	<b>Grade 3</b> (4 POINTS)	SCORE
<b>STRUCTURE</b>								
<b>Overall</b>	The writer told, drew, and wrote her opinion or likes and dislikes about a topic or book.	Mid-level	The writer wrote his opinion or his likes and dislikes and said why.	Mid-level	The writer wrote her opinion or her likes and dislikes and gave reasons for her opinion.	Mid-level	The writer told readers his opinion and ideas on a text or a topic and helped them understand his reasons.	
<b>Lead</b>	The writer wrote his opinion in the beginning.	Mid-level	The writer wrote a beginning in which she got readers' attention. She named the topic or text she was writing about and gave her opinion.	Mid-level	The writer wrote a beginning in which he not only gave his opinion, but also set readers up to expect that his writing would try to convince them of it.	Mid-level	The writer wrote a beginning in which she not only set readers up to expect that this would be a piece of opinion writing, but also tried to hook them into caring about her opinion.	
<b>Transitions</b>	The writer wrote her idea and then said more. She used words such as <i>because</i> .	Mid-level	The writer said more about his opinion and used words such as <i>and</i> and <i>because</i> .	Mid-level	The writer connected parts of her piece using words such as <i>also</i> , <i>another</i> , and <i>because</i> .	Mid-level	The writer connected his ideas and reasons with his examples using words such as <i>for example</i> and <i>because</i> . He connected one reason or example using words such as <i>also</i> and <i>another</i> .	
<b>Ending</b>	The writer had a last part or page.	Mid-level	The writer wrote an ending for her piece.	Mid-level	The writer wrote an ending in which he reminded readers of his opinion.	Mid-level	The writer worked on an ending, perhaps a thought or comment related to her opinion.	

	<b>Kindergarten</b> (1 POINT)	1.5 PTS	<b>Grade 1</b> (2 POINTS)	2.5 PTS	<b>Grade 2</b> (3 POINTS)	3.5 PTS	<b>Grade 3</b> (4 POINTS)	SCORE
<b>STRUCTURE (cont.)</b>								
<b>Organization</b>	The writer told her opinion in one place and in another place she said why.	Mid-level	The writer wrote a part where he got his readers' attention and a part where he said more.	Mid-level	The writer's piece had different parts; she wrote a lot of lines for each part.	Mid-level	The writer wrote several reasons or examples why readers should agree with his opinion and wrote at least several sentences about each reason.  The writer organized his information so that each part of his writing was mostly about one thing.	
								TOTAL:
<b>DEVELOPMENT</b>								
<b>Elaboration*</b>	The writer put everything he thought about the topic (or book) on the page.	Mid-level	The writer wrote at least one reason for her opinion.	Mid-level	The writer wrote at least two reasons and wrote at least a few sentences about each one.	Mid-level	The writer not only named her reasons to support her opinion, but also wrote more about each one.	(×2)
<b>Craft*</b>	The writer had details in pictures and words.	Mid-level	The writer used labels and words to give details.	Mid-level	The writer chose words that would make readers agree with her opinion.	Mid-level	The writer not only told readers to believe his opinion, but also wrote in ways that got them thinking or feeling in certain ways.	(×2)
								TOTAL:

\* Elaboration and Craft are double-weighted categories: Whatever score a student would get in these categories is worth double the amount of points. For example, if a student exceeds expectations in Elaboration, then that student would receive 8 points instead of 4 points. If a student meets standards in Elaboration, then that student would receive 6 points instead of 3 points.



	<b>Kindergarten</b> (1 POINT)	1.5 PTS	<b>Grade 1</b> (2 POINTS)	2.5 PTS	<b>Grade 2</b> (3 POINTS)	3.5 PTS	<b>Grade 3</b> (4 POINTS)	SCORE
<b>LANGUAGE CONVENTIONS</b>								
<b>Spelling</b>	The writer could read his writing. The writer wrote a letter for the sounds he heard. The writer used the word wall to help him spell.	Mid-level	The writer used all she knew about words and chunks of words ( <i>at, op, it, etc.</i> ) to help her spell.  The writer spelled all the word wall words right and used the word wall to help her spell other words.	Mid-level	To spell a word, the writer used what he knew about spelling patterns ( <i>tion, er, ly, etc.</i> ).  The writer spelled all of the word wall words correctly and used the word wall to help him figure out how to spell other words.	Mid-level	The writer used what she knew about word families and spelling rules to help her spell and edit.  The writer got help from others to check her spelling and punctuation before she wrote her final draft.	
<b>Punctuation</b>	The writer put spaces between words. The writer used lowercase letters unless capitals were needed. The writer wrote capital letters to start every sentence.	Mid-level	The writer ended sentences with punctuation.  The writer used a capital letter for names.  The writer used commas in dates and lists.	Mid-level	The writer used quotation marks to show what characters said.  When the writer used words such as <i>can't</i> and <i>don't</i> , she put in the apostrophe.	Mid-level	The writer punctuated dialogue correctly with commas and quotation marks.  While writing, the writer put punctuation at the end of every sentence.  The writer wrote in ways that helped readers read with expression, reading some parts quickly, some slowly, some parts in one sort of voice and others in another.	
								TOTAL:

Teachers, we created these rubrics so you will have your own place to pull together scores of student work. You can use these assessments immediately after giving the on-demands and also for self-assessment and setting goals.

### Scoring Guide

In each row, circle the descriptor in the column that matches the student work. Scores in the categories of Elaboration and Craft are worth double the point value (2, 3, 4, 5, 6, 7, or 8 instead of 1, 1.5, 2, 2.5, 3, 3.5, or 4).

Total the number of points and then track students' progress by seeing when the total points increase.

Total score: \_\_\_\_\_

If you want to translate this score into a grade, you can use the provided table to score each student on a scale of 0–4.

Number of Points	Scaled Score
1–11	1
11.5–16.5	1.5
17–22	2
22.5–27.5	2.5
28–33	3
33.5–38.5	3.5
39–44	4

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Rubric for Narrative Writing—Third Grade

	Grade 1 (1 POINT)	1.5 PTS	Grade 2 (2 POINTS)	2.5 PTS	Grade 3 (3 POINTS)	3.5 PTS	Grade 4 (4 POINTS)	SCORE
<b>STRUCTURE</b>								
<b>Overall</b>	The writer wrote about when she did something.	Mid-level	The writer wrote about <i>one time</i> when he did something.	Mid-level	The writer told the story bit by bit.	Mid-level	The writer wrote the important part of an event bit by bit and took out unimportant parts.	
<b>Lead</b>	The writer tried to make a beginning for his story.	Mid-level	The writer thought about how to write a good beginning and chose a way to start her story. She chose the action, talk, or setting that would make a good beginning.	Mid-level	The writer wrote a beginning in which he helped readers know who the characters were and what the setting was in his story.	Mid-level	The writer wrote a beginning in which she showed what was happening and where, getting readers into the world of the story.	
<b>Transitions</b>	The writer put her pages in order. She used words such as <i>and</i> and <i>then, so</i> .	Mid-level	The writer told the story in order by using words such as <i>when, then, and after</i> .	Mid-level	The writer told her story in order by using phrases such as <i>a little later</i> and <i>after that</i> .	Mid-level	The writer showed how much time went by with words and phrases that mark time such as <i>just then</i> and <i>suddenly</i> (to show when things happened quickly) or <i>after a while</i> and <i>a little later</i> (to show when a little time passed).	
<b>Ending</b>	The writer found a way to end his story.	Mid-level	The writer chose the action, talk, or feeling that would make a good ending.	Mid-level	The writer chose the action, talk, or feeling that would make a good ending and worked to write it well.	Mid-level	The writer wrote an ending that connected to the beginning or the middle of the story.  The writer used action, dialogue, or feeling to bring her story to a close.	
<b>Organization</b>	The writer wrote her story across three or more pages.	Mid-level	The writer wrote a lot of lines on a page and wrote across a lot of pages.	Mid-level	The writer used paragraphs and skipped lines to separate what happened first from what happened later (and finally) in her story.	Mid-level	The writer used paragraphs to separate the different parts or times of the story or to show when a new character was speaking.	
								TOTAL:

	<b>Grade 1</b> (1 POINT)	1.5 PTS	<b>Grade 2</b> (2 POINTS)	2.5 PTS	<b>Grade 3</b> (3 POINTS)	3.5 PTS	<b>Grade 4</b> (4 POINTS)	SCORE
<b>DEVELOPMENT</b>								
<b>Elaboration*</b>	The writer put the picture from his mind onto the page. He had details in pictures and words.	Mid-level	The writer tried to bring her characters to life with details, talk, and actions.	Mid-level	The writer worked to show what happened to (and in) his characters.	Mid-level	The writer added more to the heart of her story, including not only actions and dialogue but also thoughts and feelings.	(x2)
<b>Craft*</b>	The writer used labels and words to give details.	Mid-level	The writer chose strong words that would help readers picture his story.	Mid-level	The writer not only told her story, but also wrote it in ways that got readers to picture what was happening and that brought her story to life.	Mid-level	The writer showed <i>why</i> characters did what they did by including their thinking. The writer made some parts of the story go quickly, some slowly. The writer included precise and sometimes sensory details and used figurative language (simile, metaphor, personification) to bring his story to life. The writer used a storytelling voice and conveyed the emotion or tone of his story through description, phrases, dialogue, and thoughts.	(x2)
								TOTAL:
<b>LANGUAGE CONVENTIONS</b>								
<b>Spelling</b>	The writer used all he knew about words and chunks of words ( <i>at, op, it, etc.</i> ) to help him spell. The writer spelled all the word wall words right and used the word wall to help him spell other words.	Mid-level	To spell a word, the writer used what she knew about spelling patterns ( <i>tion, er, ly, etc.</i> ). The writer spelled all of the word wall words correctly and used the word wall to help her figure out how to spell other words.	Mid-level	The writer used what he knew about spelling patterns to help him spell and edit before he wrote his final draft. The writer got help from others to check his spelling and punctuation before he wrote his final draft.	Mid-level	The writer used what she knew about word families and spelling rules to help her spell and edit. She used the word wall and dictionaries when needed.	

\* Elaboration and Craft are double-weighted categories: Whatever score a student would get in these categories is worth double the amount of points. For example, if a student exceeds expectations in Elaboration, then that student would receive 8 points instead of 4 points. If a student meets standards in Elaboration, then that student would receive 6 points instead of 3 points.

	<b>Grade 1</b> (1 POINT)	1.5 PTS	<b>Grade 2</b> (2 POINTS)	2.5 PTS	<b>Grade 3</b> (3 POINTS)	3.5 PTS	<b>Grade 4</b> (4 POINTS)	SCORE
<b>LANGUAGE CONVENTIONS (cont.)</b>								
<b>Punctuation</b>	The writer ended sentences with punctuation. The writer used a capital letter for names. The writer used commas in dates and lists.	Mid-level	The writer used quotation marks to show what characters said. When the writer used words such as <i>can't</i> and <i>don't</i> , he used the apostrophe.	Mid-level	The writer punctuated dialogue correctly with commas and quotation marks. While writing, the writer used punctuation at the end of every sentence. The writer wrote in ways that helped readers read with expression, reading some parts quickly, some slowly, some parts in one sort of voice and others in another.	Mid-level	When writing long, complex sentences, the writer used commas to make them clear and correct.	
								TOTAL:

Teachers, we created these rubrics so you will have your own place to pull together scores of student work. You can use these assessments immediately after giving the on-demands and also for self-assessment and setting goals.

If you want to translate this score into a grade, you can use the provided table to score each student on a scale of 0–4.

### Scoring Guide

In each row, circle the descriptor in the column that matches the student work. Scores in the categories of Elaboration and Craft are worth double the point value (2, 3, 4, 5, 6, 7, or 8 instead of 1, 1.5, 2, 2.5, 3, 3.5, or 4).

Total the number of points and then track students' progress by seeing when the total points increase.

Total score: \_\_\_\_\_

Number of Points	Scaled Score
1–11	1
11.5–16.5	1.5
17–22	2
22.5–27.5	2.5
28–33	3
33.5–38.5	3.5
39–44	4

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Rubric for Information Writing—Third Grade

	Grade 1 (1 POINT)	1.5 PTS	Grade 2 (2 POINTS)	2.5 PTS	Grade 3 (3 POINTS)	3.5 PTS	Grade 4 (4 POINTS)	SCORE
<b>STRUCTURE</b>								
<b>Overall</b>	The writer taught her readers about a topic.	Mid-level	The writer taught readers some important points about a subject.	Mid-level	The writer taught readers information about a subject. She put in ideas, observations, and questions.	Mid-level	The writer taught readers different things about a subject. He put facts, details, quotes, and ideas into each part of his writing.	
<b>Lead</b>	The writer named his topic in the beginning and got the readers' attention.	Mid-level	The writer wrote a beginning in which she named a subject and tried to interest readers.	Mid-level	The writer wrote a beginning in which he got readers ready to learn a lot of information about the subject.	Mid-level	The writer hooked her readers by explaining why the subject mattered, telling a surprising fact, or giving a big picture. She let readers know that she would teach them different things about a subject.	
<b>Transitions</b>	The writer told different parts about her topic on different pages.	Mid-level	The writer used words such as <i>and</i> and <i>also</i> to show he had more to say.	Mid-level	The writer used words to show sequence such as <i>before</i> , <i>after</i> , <i>then</i> , and <i>later</i> . She also used words to show what did not fit such as <i>however</i> and <i>but</i> .	Mid-level	The writer used words in each section that helped the reader understand how one piece of information connected with others. If he wrote the section in sequence, he used words and phrases such as <i>before</i> , <i>later</i> , <i>next</i> , <i>then</i> , and <i>after</i> . If he organized the section in kinds or parts, he used words such as <i>another</i> , <i>also</i> , and <i>for example</i> .	
<b>Ending</b>	The writer wrote an ending.	Mid-level	The writer wrote some sentences or a section at the end to wrap up her piece.	Mid-level	The writer wrote an ending that drew conclusions, asked questions, or suggested ways readers might respond.	Mid-level	The writer wrote an ending that reminded readers of her subject and may either have suggested a follow-up action or left readers with a final insight. She added her thoughts, feelings, and questions about the subject at the end.	

	<b>Grade 1</b> (1 POINT)	1.5 PTS	<b>Grade 2</b> (2 POINTS)	2.5 PTS	<b>Grade 3</b> (3 POINTS)	3.5 PTS	<b>Grade 4</b> (4 POINTS)	SCORE
<b>STRUCTURE (cont.)</b>								
<b>Organization</b>	The writer told about her topic part by part.	Mid-level	The writer's writing had different parts. Each part told different information about the topic.	Mid-level	The writer grouped her information into parts. Each part was mostly about one thing that connected to her big topic.	Mid-level	The writer grouped information into sections and used paragraphs and sometimes chapters to separate sections. Each section had information that was mostly about the same thing. He may have used headings and subheadings.	
								TOTAL:
<b>DEVELOPMENT</b>								
<b>Elaboration*</b>	The writer put facts in his writing to teach about his topic.	Mid-level	The writer used different kinds of information in her writing such as facts, definitions, details, steps, and tips.	Mid-level	The writer wrote facts, definitions, details, and observations about his topic and explained some of them.	Mid-level	The writer taught her readers different things about the subject. She chose those subtopics because they were important and interesting.  The writer included different kinds of facts and details such as numbers, names, and examples.  The writer got her information from talking to people, reading books, and from her own knowledge and observations.  The writer made choices about organization. She might have used compare/contrast, cause/effect, or pro/con. She may have used diagrams, charts, headings, bold words, and definition boxes to help teach her readers.	(×2)

\* Elaboration and Craft are double-weighted categories: Whatever score a student would get in these categories is worth double the amount of points. For example, if a student exceeds expectations in Elaboration, then that student would receive 8 points instead of 4 points. If a student meets standards in Elaboration, then that student would receive 6 points instead of 3 points.

	<b>Grade 1</b> (1 POINT)	1.5 PTS	<b>Grade 2</b> (2 POINTS)	2.5 PTS	<b>Grade 3</b> (3 POINTS)	3.5 PTS	<b>Grade 4</b> (4 POINTS)	SCORE
<b>DEVELOPMENT (cont.)</b>								
<b>Craft*</b>	The writer used labels and words to give facts.	Mid-level	The writer tried to include the words that showed he was an expert on the subject.	Mid-level	The writer chose expert words to teach readers a lot about the subject. She taught information in a way to interest readers. She may have used drawings, captions, or diagrams.	Mid-level	The writer made deliberate word choices to teach his readers. He may have done this by using and repeating key words about his topic.  When it felt right to do so, the writer chose interesting comparisons and used figurative language to clarify his points.  The writer made choices about which information was best to include or not include.  The writer used a teaching tone. To do so, he may have used phrases such as <i>that means . . .</i> , <i>what that really means is . . .</i> , and <i>let me explain. . .</i>	(x2)
								TOTAL:
<b>LANGUAGE CONVENTIONS</b>								
<b>Spelling</b>	The writer used all he knew about words and chunks ( <i>at, op, it, etc.</i> ) to help him spell.  The writer spelled the word wall words right and used the word wall to help him spell other words.	Mid-level	The writer used what she knew about spelling patterns ( <i>tion, er, ly, etc.</i> ) to spell a word.  The writer spelled all of the word wall words correctly and used the word wall to help her figure out how to spell other words.	Mid-level	The writer used what he knew about spelling patterns to help him spell and edit before he wrote his final draft.  The writer got help from others to check his spelling and punctuation before he wrote his final draft.	Mid-level	The writer used what she knew about word families and spelling rules to help her spell and edit. She used the word wall and dictionaries to help her when needed.	

\* Elaboration and Craft are double-weighted categories: Whatever score a student would get in these categories is worth double the amount of points. For example, if a student exceeds expectations in Elaboration, then that student would receive 8 points instead of 4 points. If a student meets standards in Elaboration, then that student would receive 6 points instead of 3 points.

	<b>Grade 1</b> (1 POINT)	1.5 PTS	<b>Grade 2</b> (2 POINTS)	2.5 PTS	<b>Grade 3</b> (3 POINTS)	3.5 PTS	<b>Grade 4</b> (4 POINTS)	SCORE
<b>LANGUAGE CONVENTIONS (cont.)</b>								
<b>Punctuation</b>	The writer ended sentences with punctuation. The writer used a capital letter for names. The writer used commas in dates and lists.	Mid-level	The writer used quotation marks to show what characters said. When the writer used words such as <i>can't</i> and <i>don't</i> , he put in the apostrophe.	Mid-level	The writer punctuated dialogue correctly, with commas and quotation marks. The writer put punctuation at the end of every sentence while writing. The writer wrote in ways that helped readers read with expression, reading some parts quickly, some slowly, some parts in one sort of voice and others in another.	Mid-level	When writing long, complex sentences, the writer used commas to make them clear and correct.	
								TOTAL:

Teachers, we created these rubrics so you will have your own place to pull together scores of student work. You can use these assessments immediately after giving the on-demands and also for self-assessment and setting goals.

If you want to translate this score into a grade, you can use the provided table to score each student on a scale of 0–4.

#### Scoring Guide

In each row, circle the descriptor in the column that matches the student work. Scores in the categories of Elaboration and Craft are worth double the point value (2, 3, 4, 5, 6, 7, or 8 instead of 1, 1.5, 2, 2.5, 3, 3.5, or 4).

Total the number of points and then track students' progress by seeing when the total points increase.

Total score: \_\_\_\_\_

Number of Points	Scaled Score
1–11	1
11.5–16.5	1.5
17–22	2
22.5–27.5	2.5
28–33	3
33.5–38.5	3.5
39–44	4



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Rubric for Opinion Writing—Third Grade

	Grade 1 (1 POINT)	1.5 PTS	Grade 2 (2 POINTS)	2.5 PTS	Grade 3 (3 POINTS)	3.5 PTS	Grade 4 (4 POINTS)	SCORE
<b>STRUCTURE</b>								
<b>Overall</b>	The writer wrote her opinion or her likes and dislikes and said why.	Mid-level	The writer wrote his opinion or his likes and dislikes and gave reasons for his opinion.	Mid-level	The writer told readers her opinion and ideas on a text or a topic and helped them understand her reasons.	Mid-level	The writer made a claim about a topic or a text and tried to support his reasons.	
<b>Lead</b>	The writer wrote a beginning in which he got readers' attention. He named the topic or text he was writing about and gave his opinion.	Mid-level	The writer wrote a beginning in which she not only gave her opinion, but also set readers up to expect that her writing would try to convince them of it.	Mid-level	The writer wrote a beginning in which he not only set readers up to expect that this would be a piece of opinion writing, but also tried to hook them into caring about his opinion.	Mid-level	The writer wrote a few sentences to hook his readers, perhaps by asking a question, explaining why the topic mattered, telling a surprising fact, or giving background information. The writer stated her claim.	
<b>Transitions</b>	The writer said more about her opinion and used words such as <i>and</i> and <i>because</i> .	Mid-level	The writer connected parts of his piece using words such as <i>also</i> , <i>another</i> , and <i>because</i> .	Mid-level	The writer connected her ideas and reasons with her examples using words such as <i>for example</i> and <i>because</i> . She connected one reason or example using words such as <i>also</i> and <i>another</i> .	Mid-level	The writer used words and phrases to glue parts of his piece together. He used phrases such as <i>for example</i> , <i>another example</i> , <i>one time</i> , and <i>for instance</i> to show when he wanted to shift from saying reasons to giving evidence and <i>in addition to</i> , <i>also</i> , and <i>another</i> to show when he wanted to make a new point.	
<b>Ending</b>	The writer wrote an ending for his piece.	Mid-level	The writer wrote an ending in which she reminded readers of her opinion.	Mid-level	The writer worked on an ending, perhaps a thought or comment related to his opinion.	Mid-level	The writer wrote an ending for her piece in which she restated and reflected on her claim, perhaps suggesting an action or response based on what she had written.	

	<b>Grade 1</b> (1 POINT)	1.5 PTS	<b>Grade 2</b> (2 POINTS)	2.5 PTS	<b>Grade 3</b> (3 POINTS)	3.5 PTS	<b>Grade 4</b> (4 POINTS)	SCORE
<b>STRUCTURE (cont.)</b>								
<b>Organization</b>	The writer wrote a part where she got her readers' attention and a part where she said more.	Mid-level	The writer's piece had different parts; he wrote a lot of lines for each part.	Mid-level	The writer wrote several reasons or examples why readers should agree with her opinion and wrote at least several sentences about each reason.  The writer organized her information so that each part of her writing was mostly about one thing.	Mid-level	The writer separated sections of information using paragraphs.	
								TOTAL:
<b>DEVELOPMENT</b>								
<b>Elaboration*</b>	The writer wrote at least one reason for his opinion.	Mid-level	The writer wrote at least two reasons and wrote at least a few sentences about each one.	Mid-level	The writer not only named his reasons to support his opinion, but also wrote more about each one.	Mid-level	The writer gave reasons to support her opinion. She chose the reasons to convince her readers.  The writer included examples and information to support her reasons, perhaps from a text, her knowledge, or her life.	(×2)

\* Elaboration and Craft are double-weighted categories: Whatever score a student would get in these categories is worth double the amount of points. For example, if a student exceeds expectations in Elaboration, then that student would receive 8 points instead of 4 points. If a student meets standards in Elaboration, then that student would receive 6 points instead of 3 points.

	<b>Grade 1</b> (1 POINT)	1.5 PTS	<b>Grade 2</b> (2 POINTS)	2.5 PTS	<b>Grade 3</b> (3 POINTS)	3.5 PTS	<b>Grade 4</b> (4 POINTS)	SCORE
<b>DEVELOPMENT (cont.)</b>								
<b>Craft*</b>	The writer used labels and words to give details.	Mid-level	The writer chose words that would make readers agree with his opinion.	Mid-level	The writer not only told readers to believe her, but also wrote in ways that got them thinking or feeling in certain ways.	Mid-level	The writer made deliberate word choices to convince his readers, perhaps by emphasizing or repeating words that made readers feel emotions.  If it felt right to do so, the writer chose precise details and facts to help make his points and used figurative language to draw the readers into his line of thought.  The writer made choices about which evidence was best to include or not include to support his points.  The writer used a convincing tone.	(x2)
								TOTAL:
<b>LANGUAGE CONVENTIONS</b>								
<b>Spelling</b>	The writer used all he knew about words and chunks of words ( <i>at, op, it, etc.</i> ) to help him spell.  The writer spelled all the word wall words right and used the word wall to help him spell other words.	Mid-level	To spell a word, the writer used what she knew about spelling patterns ( <i>tion, er, ly, etc.</i> ).  The writer spelled all of the word wall words correctly and used the word wall to help her figure out how to spell other words.	Mid-level	The writer used what he knew about word families and spelling rules to help him spell and edit.  The writer got help from others to check his spelling and punctuation before he wrote his final draft.	Mid-level	The writer used what she knew about word families and spelling rules to help her spell and edit. She used the word wall and dictionaries to help her when needed.	

\* Elaboration and Craft are double-weighted categories: Whatever score a student would get in these categories is worth double the amount of points. For example, if a student exceeds expectations in Elaboration, then that student would receive 8 points instead of 4 points. If a student meets standards in Elaboration, then that student would receive 6 points instead of 3 points.

	<b>Grade 1</b> (1 POINT)	1.5 PTS	<b>Grade 2</b> (2 POINTS)	2.5 PTS	<b>Grade 3</b> (3 POINTS)	3.5 PTS	<b>Grade 4</b> (4 POINTS)	SCORE
<b>LANGUAGE CONVENTIONS (cont.)</b>								
<b>Punctuation</b>	The writer ended sentences with punctuation. The writer used a capital letter for names. The writer used commas in dates and lists.	Mid-level	The writer used quotation marks to show what characters said. When the writer used words such as <i>can't</i> and <i>don't</i> , he put in the apostrophe.	Mid-level	The writer punctuated dialogue correctly with commas and quotation marks. While writing, the writer put punctuation at the end of every sentence. The writer wrote in ways that helped readers read with expression, reading some parts quickly, some slowly, some parts in one sort of voice and others in another.	Mid-level	When writing long, complex sentences, the writer used commas to make them clear and correct. The writer used periods to fix his run-on sentences.	
								TOTAL:

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#### Scoring Guide

In each row, circle the descriptor in the column that matches the student work. Scores in the categories of Elaboration and Craft are worth double the point value (2, 3, 4, 5, 6, 7, or 8 instead of 1, 1.5, 2, 2.5, 3, 3.5, or 4).

Total the number of points and then track students' progress by seeing when the total points increase.

Total score: \_\_\_\_\_

If you want to translate this score into a grade, you can use the provided table to score each student on a scale of 0–4.

Number of Points	Scaled Score
1–11	<b>1</b>
11.5–16.5	<b>1.5</b>
17–22	<b>2</b>
22.5–27.5	<b>2.5</b>
28–33	<b>3</b>
33.5–38.5	<b>3.5</b>
39–44	<b>4</b>

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Rubric for Narrative Writing—Fourth Grade

	Grade 2 (1 POINT)	1.5 PTS	Grade 3 (2 POINTS)	2.5 PTS	Grade 4 (3 POINTS)	3.5 PTS	Grade 5 (4 POINTS)	SCORE
<b>STRUCTURE</b>								
<b>Overall</b>	The writer wrote about <i>one time</i> when she did something.	Mid-level	The writer told the story bit by bit.	Mid-level	The writer wrote the important part of an event bit by bit and took out unimportant parts.	Mid-level	The writer wrote a story of an important moment. It read like a story, even though it might be a true account.	
<b>Lead</b>	The writer thought about how to write a good beginning and chose a way to start his story. He chose the action, talk, or setting that would make a good beginning.	Mid-level	The writer wrote a beginning in which she helped readers know who the characters were and what the setting was in her story.	Mid-level	The writer wrote a beginning in which he showed what was happening and where, getting readers into the world of the story.	Mid-level	The writer wrote a beginning in which she not only showed what was happening and where, but also gave some clues to what would later become a problem for the main character.	
<b>Transitions</b>	The writer told her story in order by using words such as <i>when, then, and after</i> .	Mid-level	The writer told his story in order by using phrases such as <i>a little later</i> and <i>after that</i> .	Mid-level	The writer showed how much time went by with words and phrases that mark time such as <i>just then</i> and <i>suddenly</i> (to show when things happened quickly) or <i>after a while</i> and <i>a little later</i> (to show when a little time passed).	Mid-level	The writer used transitional phrases to show passage of time in complicated ways, perhaps by showing things happening at the same time ( <i>meanwhile, at the same time</i> ) or flashback and flash-forward ( <i>early that morning, three hours later</i> ).	
<b>Ending</b>	The writer chose the action, talk, or feeling that would make a good ending.	Mid-level	The writer chose the action, talk, or feeling that would make a good ending and worked to write it well.	Mid-level	The writer wrote an ending that connected to the beginning or the middle of the story.  The writer used action, dialogue, or feeling to bring his story to a close.	Mid-level	The writer wrote an ending that connected to the main part of the story. The character said, did, or realized something at the end that came from what happened in the story.  The writer gave readers a sense of closure.	

	<b>Grade 2</b> (1 POINT)	1.5 PTS	<b>Grade 3</b> (2 POINTS)	2.5 PTS	<b>Grade 4</b> (3 POINTS)	3.5 PTS	<b>Grade 5</b> (4 POINTS)	SCORE
<b>STRUCTURE (cont.)</b>								
<b>Organization</b>	The writer wrote a lot of lines on a page and wrote across a lot of pages.	Mid-level	The writer used paragraphs and skipped lines to separate what happened first from what happened later (and finally) in his story.	Mid-level	The writer used paragraphs to separate the different parts or times of the story or to show when a new character was speaking.	Mid-level	The writer used paragraphs to separate different parts or times of the story and to show when a new character was speaking. Some parts of the story were longer and more developed than others.	
								TOTAL:
<b>DEVELOPMENT</b>								
<b>Elaboration*</b>	The writer tried to bring his characters to life with details, talk, and actions.	Mid-level	The writer worked to show what was happening to (and in) her characters.	Mid-level	The writer added more to the heart of his story, including not only actions and dialogue but also thoughts and feelings.	Mid-level	The writer developed characters, setting, and plot throughout her story, especially the heart of the story. To do this, she used a blend of description, action, dialogue, and thinking.	(×2)
<b>Craft*</b>	The writer chose strong words that would help readers picture her story.	Mid-level	The writer not only told his story, but also wrote it in ways that got readers to picture what was happening and that brought his story to life.	Mid-level	The writer showed <i>why</i> characters did what they did by including their thinking. The writer made some parts of the story go quickly, some slowly. The writer included precise and sometimes sensory details and used figurative language (simile, metaphor, personification) to bring her story to life. The writer used a storytelling voice and conveyed the emotion or tone of her story through description, phrases, dialogue, and thoughts.	Mid-level	The writer showed <i>why</i> characters did what they did by including their thinking and their responses to what happened. The writer slowed down the heart of the story. He made less important parts shorter and less detailed and blended storytelling and summary as needed. The writer included precise details and used figurative language so that readers could picture the setting, characters, and events. He used some objects or actions as symbols to bring forth his meaning. The writer varied his sentences to create the pace and tone of his narrative.	(×2)
								TOTAL:

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	<b>Grade 2</b> (1 POINT)	1.5 PTS	<b>Grade 3</b> (2 POINTS)	2.5 PTS	<b>Grade 4</b> (3 POINTS)	3.5 PTS	<b>Grade 5</b> (4 POINTS)	SCORE
<b>LANGUAGE CONVENTIONS</b>								
<b>Spelling</b>	To spell a word, the writer used what he knew about spelling patterns ( <i>tion, er, ly, etc.</i> ). The writer spelled all of the word wall words correctly and used the word wall to help him figure out how to spell other words.	Mid-level	The writer used what she knew about spelling patterns to help her spell and edit before she wrote her final draft. The writer got help from others to check her spelling and punctuation before she wrote her final draft.	Mid-level	The writer used what he knew about word families and spelling rules to help him spell and edit. He used the word wall and dictionaries when needed.	Mid-level	The writer used what she knew about word families and spelling rules to help her spell and edit. She used the word wall and dictionaries when needed.	
<b>Punctuation</b>	The writer used quotation marks to show what characters said. When the writer used words such as <i>can't</i> and <i>don't</i> , she used the apostrophe.	Mid-level	The writer punctuated dialogue correctly with commas and quotation marks. While writing, the writer put punctuation at the end of every sentence. The writer wrote in ways that helped readers read with expression, reading some parts quickly, some slowly, some parts in one sort of voice and others in another.	Mid-level	When writing long, complex sentences, the writer used commas to make them clear and correct.	Mid-level	The writer used commas to set off introductory parts of sentences, such as <i>One day at the park, I went on the slide</i> ; he also used commas to show talking directly to someone, such as <i>Are you mad, Mom?</i>	
								TOTAL:

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#### Scoring Guide

In each row, circle the descriptor in the column that matches the student work. Scores in the categories of Elaboration and Craft are worth double the point value (2, 3, 4, 5, 6, 7, or 8 instead of 1, 1.5, 2, 2.5, 3, 3.5, or 4).

Total the number of points and then track students' progress by seeing when the total points increase.

Total score: \_\_\_\_\_

If you want to translate this score into a grade, you can use the provided table to score each student on a scale of 0–4.

Number of Points	Scaled Score
1–11	1
11.5–16.5	1.5
17–22	2
22.5–27.5	2.5
28–33	3
33.5–38.5	3.5
39–44	4

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Rubric for Information Writing—Fourth Grade

	Grade 2 (1 POINT)	1.5 PTS	Grade 3 (2 POINTS)	2.5 PTS	Grade 4 (3 POINTS)	3.5 PTS	Grade 5 (4 POINTS)	SCORE
<b>STRUCTURE</b>								
<b>Overall</b>	The writer taught readers some important points about a subject.	Mid-level	The writer taught readers information about a subject. He put in ideas, observations, and questions.	Mid-level	The writer taught readers different things about a subject. She put facts, details, quotes, and ideas into each part of my writing.	Mid-level	The writer used different kinds of information to teach about the subject. Sometimes he included little essays, stories, or how-to sections in his writing.	
<b>Lead</b>	The writer wrote a beginning in which he named a subject and tried to interest readers.	Mid-level	The writer wrote a beginning in which she got readers ready to learn a lot of information about the subject.	Mid-level	The writer hooked his readers by explaining why the subject mattered, telling a surprising fact, or giving a big picture. He let readers know that he would teach them different things about a subject.	Mid-level	The writer wrote an introduction that helped readers get interested in and understand the subject. She let readers know the subtopics she would be developing later as well as the sequence.	
<b>Transitions</b>	The writer used words such as <i>and</i> and <i>also</i> to show she had more to say.	Mid-level	The writer used words to show sequence such as <i>before</i> , <i>after</i> , <i>then</i> , and <i>later</i> . He also used words to show what did not fit such as <i>however</i> and <i>but</i> .	Mid-level	The writer used words in each section that helped readers understand how one piece of information connected with others. If she wrote the section in sequence, she used words and phrases such as <i>before</i> , <i>later</i> , <i>next</i> , <i>then</i> , and <i>after</i> . If she organized the section in kinds or parts, she used words such as <i>another</i> , <i>also</i> , and <i>for example</i> .	Mid-level	When the writer wrote about results, he used words and phrases such as <i>consequently</i> , <i>as a result</i> , and <i>because of this</i> . When he compared information, he used phrases such as <i>in contrast</i> , <i>by comparison</i> , and <i>especially</i> . In narrative parts, he used phrases that go with stories such as <i>a little later</i> and <i>three hours later</i> . In the sections that stated an opinion, he used words such as <i>but the most important reason</i> , <i>for example</i> , and <i>consequently</i> .	
<b>Ending</b>	The writer wrote some sentences or a section at the end to wrap up his piece.	Mid-level	The writer wrote an ending that drew conclusions, asked questions, or suggested ways readers might respond.	Mid-level	The writer wrote an ending that reminded readers of his subject and may have suggested a follow-up action or left readers with a final insight. He added his thoughts, feelings, and questions about the subject at the end.	Mid-level	The writer wrote a conclusion in which she restated the main points and may have offered a final thought or question for readers to consider.	



	<b>Grade 2</b> (1 POINT)	1.5 PTS	<b>Grade 3</b> (2 POINTS)	2.5 PTS	<b>Grade 4</b> (3 POINTS)	3.5 PTS	<b>Grade 5</b> (4 POINTS)	SCORE
<b>STRUCTURE (cont.)</b>								
<b>Organization</b>	The writer's writing had different parts. Each part told different information about the topic.	Mid-level	The writer grouped his information into parts. Each part was mostly about one thing that connected to his big topic.	Mid-level	The writer grouped information into sections and used paragraphs and sometimes chapters to separate those sections. Each section had information that was mostly about the same thing. She may have used headings and subheadings.	Mid-level	The writer organized his writing into a sequence of separate sections. He may have used headings and subheadings to highlight the separate sections. The writer wrote each section according to an organizational plan shaped partly by the genre of the section.	
								TOTAL:
<b>DEVELOPMENT</b>								
<b>Elaboration*</b>	The writer used different kinds of information in his writing such as facts, definitions, details, steps, and tips.	Mid-level	The writer wrote facts, definitions, details, and observations about her topic and explained some of them.	Mid-level	<p>The writer taught his readers different things about the subject. He chose those subtopics because they were important and interesting.</p> <p>The writer included different kinds of facts and details such as numbers, names, and examples.</p> <p>The writer got his information from talking to people, reading books, and from his own knowledge and observations.</p> <p>The writer made choices about organization. He might have used compare/contrast, cause/effect, or pro/con. He may have used diagrams, charts, headings, bold words, and definition boxes to help teach his readers.</p>	Mid-level	<p>The writer explained different aspects of a subject. She included a variety of information such as examples, details, dates, and quotes.</p> <p>The writer used trusted sources and gave credit when appropriate. She made sure to research any details that would add to her writing.</p> <p>The writer worked to make her information understandable to readers. To do this, she may have referred to earlier parts of her text and summarized background information. She let readers know when she was discussing facts and when she was offering her own thinking.</p>	(x2)

\* Elaboration and Craft are double-weighted categories: Whatever score a student would get in these categories is worth double the amount of points. For example, if a student exceeds expectations in Elaboration, then that student would receive 8 points instead of 4 points. If a student meets standards in Elaboration, then that student would receive 6 points instead of 3 points.

	<b>Grade 2</b> (1 POINT)	1.5 PTS	<b>Grade 3</b> (2 POINTS)	2.5 PTS	<b>Grade 4</b> (3 POINTS)	3.5 PTS	<b>Grade 5</b> (4 POINTS)	SCORE
<b>DEVELOPMENT (cont.)</b>								
<b>Craft*</b>	The writer tried to include the words that showed she was an expert on the subject.	Mid-level	The writer chose expert words to teach readers a lot about the subject. He taught information in a way to interest readers. He may have used drawings, captions, or diagrams.	Mid-level	The writer made deliberate word choices to teach her readers. She may have done this by using and repeating key words about her topic.  When it felt right to do so, the writer chose interesting comparisons and used figurative language to clarify her points.  The writer made choices about which information was best to include or not include.  The writer used a teaching tone. To do so, she may have used phrases such as <i>that means . . .</i> , <i>what that really means is . . .</i> , and <i>let me explain. . .</i>	Mid-level	The writer made deliberate word choices to have an effect on his readers. He used the vocabulary of experts and explained key terms.  The writer worked to include the exact phrase, comparison, or image that would explain information and concepts.  The writer not only made choices about which details and facts to include but also made choices about how to convey his information so it would make sense to readers. He blended storytelling, summary, and other genres as needed and used text features.  The writer used a consistent, inviting, teaching tone and varied his sentences to help readers take in and understand the information.	(x2)
								TOTAL:
<b>LANGUAGE CONVENTIONS</b>								
<b>Spelling</b>	The writer used what he knew about spelling patterns ( <i>tion, er, ly, etc.</i> ) to spell a word.  The writer spelled all of the word wall words correctly and used the word wall to help him figure out how to spell other words.	Mid-level	The writer used what she knew about spelling patterns to help her spell and edit before she wrote her final draft.  The writer got help from others to check her spelling and punctuation before she wrote her final draft.	Mid-level	The writer used what he knew about word families and spelling rules to help him spell and edit. He used the word wall and dictionaries to help him when needed.	Mid-level	The writer used what she knew about word families and spelling rules to help her spell and edit. She used the word wall and dictionaries to help her when needed.	

\* Elaboration and Craft are double-weighted categories: Whatever score a student would get in these categories is worth double the amount of points. For example, if a student exceeds expectations in Elaboration, then that student would receive 8 points instead of 4 points. If a student meets standards in Elaboration, then that student would receive 6 points instead of 3 points.

	<b>Grade 2</b> (1 POINT)	1.5 PTS	<b>Grade 3</b> (2 POINTS)	2.5 PTS	<b>Grade 4</b> (3 POINTS)	3.5 PTS	<b>Grade 5</b> (4 POINTS)	SCORE
<b>LANGUAGE CONVENTIONS (cont.)</b>								
<b>Punctuation</b>	The writer used quotation marks to show what characters said.  When the writer used words such as <i>can't</i> and <i>don't</i> , she put in the apostrophe.	Mid-level	The writer punctuated dialogue correctly, with commas and quotation marks.  The writer put punctuation at the end of every sentence while writing.  The writer wrote in ways that helped readers read with expression, reading some parts quickly, some slowly, some parts in one sort of voice and others in another.	Mid-level	When writing long, complex sentences, the writer used commas to make them clear and correct.	Mid-level	The writer used commas to set off introductory parts of sentences (for example, <i>As you might know</i> ).  The writer used a variety of punctuation to fix any run-on sentences. He used punctuation to cite his sources.	
								TOTAL:

Teachers, we created these rubrics so you will have your own place to pull together scores of student work. You can use these assessments immediately after giving the on-demands and also for self-assessment and setting goals.

#### Scoring Guide

In each row, circle the descriptor in the column that matches the student work. Scores in the categories of Elaboration and Craft are worth double the point value (2, 3, 4, 5, 6, 7, or 8 instead of 1, 1.5, 2, 2.5, 3, 3.5, or 4).

Total the number of points and then track students' progress by seeing when the total points increase.

Total score: \_\_\_\_\_

If you want to translate this score into a grade, you can use the provided table to score each student on a scale of 0–4.

Number of Points	Scaled Score
1–11	1
11.5–16.5	1.5
17–22	2
22.5–27.5	2.5
28–33	3
33.5–38.5	3.5
39–44	4

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Rubric for Opinion Writing—Fourth Grade

	<b>Grade 2</b> (1 POINT)	1.5 PTS	<b>Grade 3</b> (2 POINTS)	2.5 PTS	<b>Grade 4</b> (3 POINTS)	3.5 PTS	<b>Grade 5</b> (4 POINTS)	SCORE
<b>STRUCTURE</b>								
<b>Overall</b>	The writer wrote her opinion or her likes and dislikes and gave reasons for her opinion.	Mid-level	The writer told readers his opinion and ideas on a text or a topic and helped them understand his reasons.	Mid-level	The writer made a claim about a topic or a text and tried to support her reasons.	Mid-level	The writer made a claim or thesis on a topic or text, supported it with reasons, and provided a variety of evidence for each reason.	
<b>Lead</b>	The writer wrote a beginning in which he not only gave his opinion, but also set readers up to expect that his writing would try to convince them of it.	Mid-level	The writer wrote a beginning in which she not only set readers up to expect that this would be a piece of opinion writing, but also tried to hook them into caring about her opinion.	Mid-level	The writer wrote a few sentences to hook his readers, perhaps by asking a question, explaining why the topic mattered, telling a surprising fact, or giving background information.  The writer stated his claim.	Mid-level	The writer wrote an introduction that led to a claim or thesis and got her readers to care about her opinion. She got readers to care by not only including a cool fact or jazzy question, but also figuring out what was significant in or around the topic and giving readers information about what was significant about the topic.  The writer worked to find the precise words to state her claim; she let readers know the reasons she would develop later.	

	<b>Grade 2</b> (1 POINT)	1.5 PTS	<b>Grade 3</b> (2 POINTS)	2.5 PTS	<b>Grade 4</b> (3 POINTS)	3.5 PTS	<b>Grade 5</b> (4 POINTS)	SCORE
<b>STRUCTURE (cont.)</b>								
<b>Transitions</b>	The writer connected parts of her piece using words such as <i>also</i> , <i>another</i> , and <i>because</i> .	Mid-level	The writer connected his ideas and reasons with his examples using words such as <i>for example</i> and <i>because</i> . He connected one reason or example using words such as <i>also</i> and <i>another</i> .	Mid-level	The writer used words and phrases to glue parts of her piece together. She used phrases such as <i>for example</i> , <i>another example</i> , <i>one time</i> , and <i>for instance</i> to show when she wanted to shift from saying reasons to giving evidence and <i>in addition to</i> , <i>also</i> , and <i>another</i> to show when she wanted to make a new point.	Mid-level	The writer used transition words and phrases to connect evidence back to his reasons using phrases such as <i>this shows that</i> . . . . The writer helped readers follow his thinking with phrases such as <i>another reason</i> and <i>the most important reason</i> . To show what happened he used phrases such as <i>consequently</i> and <i>because of</i> . The writer used words such as <i>specifically</i> and <i>in particular</i> to be more precise.	
<b>Ending</b>	The writer wrote an ending in which he reminded readers of his opinion.	Mid-level	The writer worked on an ending, perhaps a thought or comment related to her opinion.	Mid-level	The writer wrote an ending for his piece in which he restated and reflected on his claim, perhaps suggesting an action or response based on what he had written.	Mid-level	The writer worked on a conclusion in which he connected back to and highlighted what the text was mainly about, not just the preceding paragraph.	
<b>Organization</b>	The writer's piece had different parts; she wrote a lot of lines for each part.	Mid-level	The writer wrote several reasons or examples why readers should agree with his opinion and wrote at least several sentences about each reason. The writer organized his information so that each part of his writing was mostly about one thing.	Mid-level	The writer separated sections of information using paragraphs.	Mid-level	The writer grouped information and related ideas into paragraphs. He put the parts of his writing in the order that most suited his purpose and helped him prove his reasons and claim.	
								TOTAL:

	<b>Grade 2</b> (1 POINT)	1.5 PTS	<b>Grade 3</b> (2 POINTS)	2.5 PTS	<b>Grade 4</b> (3 POINTS)	3.5 PTS	<b>Grade 5</b> (4 POINTS)	SCORE
<b>DEVELOPMENT</b>								
<b>Elaboration*</b>	The writer wrote at least two reasons and wrote at least a few sentences about each one.	Mid-level	The writer not only named her reasons to support her opinion, but also wrote more about each one.	Mid-level	The writer gave reasons to support his opinion. He chose the reasons to convince his readers.  The writer included examples and information to support his reasons, perhaps from a text, his knowledge, or his life.	Mid-level	The writer gave reasons to support her opinion that were parallel and did not overlap. She put them in an order that she thought would be most convincing.  The writer included evidence such as facts, examples, quotations, micro-stories, and information to support her claim.  The writer discussed and unpacked the way that the evidence went with the claim.	(x2)
<b>Craft*</b>	The writer chose words that would make readers agree with her opinion.	Mid-level	The writer not only told readers to believe him, but also wrote in ways that got them thinking or feeling in certain ways.	Mid-level	The writer made deliberate word choices to convince her readers, perhaps by emphasizing or repeating words that made readers feel emotions.  If it felt right to do so, the writer chose precise details and facts to help make her points and used figurative language to draw readers into her line of thought.  The writer made choices about which evidence was best to include or not include to support her points.  The writer used a convincing tone.	Mid-level	The writer made deliberate word choices to have an effect on his readers.  The writer reached for the precise phrase, metaphor, or image that would convey his ideas.  The writer made choices about how to angle his evidence to support his points.  When it seemed right to do so, the writer tried to use a scholarly voice and varied his sentences to create the pace and tone of the different sections of his piece.	(x2)
								TOTAL:

\* Elaboration and Craft are double-weighted categories: Whatever score a student would get in these categories is worth double the amount of points. For example, if a student exceeds expectations in Elaboration, then that student would receive 8 points instead of 4 points. If a student meets standards in Elaboration, then that student would receive 6 points instead of 3 points.

	<b>Grade 2</b> (1 POINT)	1.5 PTS	<b>Grade 3</b> (2 POINTS)	2.5 PTS	<b>Grade 4</b> (3 POINTS)	3.5 PTS	<b>Grade 5</b> (4 POINTS)	SCORE
<b>LANGUAGE CONVENTIONS</b>								
<b>Spelling</b>	To spell a word, the writer used what he knew about spelling patterns ( <i>tion, er, ly, etc.</i> ). The writer spelled all of the word wall words correctly and used the word wall to help him figure out how to spell other words.	Mid-level	The writer used what she knew about word families and spelling rules to help her spell and edit. The writer got help from others to check her spelling and punctuation before she wrote her final draft.	Mid-level	The writer used what he knew about word families and spelling rules to help him spell and edit. He used the word wall and dictionaries to help him when needed.	Mid-level	The writer used what she knew about word patterns to spell correctly and she used references to help her spell words when needed. She made sure to correctly spell words that were important to her topic.	
<b>Punctuation</b>	The writer used quotation marks to show what characters said. When the writer used words such as <i>can't</i> and <i>don't</i> , she put in the apostrophe.	Mid-level	The writer punctuated dialogue correctly with commas and quotation marks. While writing, the writer put punctuation at the end of every sentence. The writer wrote in ways that helped readers read with expression, reading some parts quickly, some slowly, some parts in one sort of voice and others in another.	Mid-level	When writing long, complex sentences, the writer used commas to make them clear and correct. The writer used periods to fix her run-on sentences.	Mid-level	The writer used commas to set off introductory parts of sentences, for example, <i>At this time in history</i> , and <i>it was common to . . .</i> The writer used a variety of punctuation to fix any run-on sentences. The writer used punctuation to cite his sources.	
								TOTAL:

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#### Scoring Guide

In each row, circle the descriptor in the column that matches the student work. Scores in the categories of Elaboration and Craft are worth double the point value (2, 3, 4, 5, 6, 7, or 8 instead of 1, 1.5, 2, 2.5, 3, 3.5, or 4).

Total the number of points and then track students' progress by seeing when the total points increase.

Total score: \_\_\_\_\_

If you want to translate this score into a grade, you can use the provided table to score each student on a scale of 0–4.

Number of Points	Scaled Score
1–11	1
11.5–16.5	1.5
17–22	2
22.5–27.5	2.5
28–33	3
33.5–38.5	3.5
39–44	4

## Rubric for Narrative Writing—Fifth Grade

	Grade 3 (1 POINT)	1.5 PTS	Grade 4 (2 POINTS)	2.5 PTS	Grade 5 (3 POINTS)	3.5 PTS	Grade 6 (4 POINTS)	SCORE
<b>STRUCTURE</b>								
<b>Overall</b>	The writer told the story bit by bit.	Mid-level	The writer wrote the important part of an event bit by bit and took out unimportant parts.	Mid-level	The writer wrote a story of an important moment. It read like a story, even though it might be a true account.	Mid-level	The writer wrote a story that has tension, resolution, and realistic characters, and also conveys an idea, lesson, or theme.	
<b>Lead</b>	The writer wrote a beginning in which he helped readers know who the characters were and what the setting was in his story.	Mid-level	The writer wrote a beginning in which she showed what was happening and where, getting readers into the world of the story.	Mid-level	The writer wrote a beginning in which he not only showed what was happening and where, but also gave some clues to what would later become a problem for the main character.	Mid-level	The writer wrote a beginning that not only set the plot/story in motion, but also hinted at the larger meaning the story would convey. It introduced the problem, set the stage for the lesson that would be learned, or showed how the character relates to the setting in a way that matters in the story.	
<b>Transitions</b>	The writer told her story in order by using phrases such as <i>a little later</i> and <i>after that</i> .	Mid-level	The writer showed how much time went by with words and phrases that mark time such as <i>just then</i> and <i>suddenly</i> (to show when things happened quickly) or <i>after a while</i> and <i>a little later</i> (to show when a little time passed).	Mid-level	The writer used transitional phrases to show passage of time in complicated ways, perhaps by showing things happening at the same time ( <i>meanwhile</i> , <i>at the same time</i> ) or flashback and flash-forward ( <i>early that morning</i> , <i>three hours later</i> ).	Mid-level	The writer not only used transitional phrases and clauses to signal complicated changes in time, she also used them to alert her readers to changes in the setting, tone, mood, point of view, or time in the story (such as <i>suddenly</i> , <i>unlike before</i> , <i>if only she had known</i> ).	
<b>Ending</b>	The writer chose the action, talk, or feeling that would make a good ending and worked to write it well.	Mid-level	The writer wrote an ending that connected to the beginning or the middle of the story. The writer used action, dialogue, or feeling to bring her story to a close.	Mid-level	The writer wrote an ending that connected to the main part of the story. The character said, did, or realized something at the end that came from what happened in the story. The writer gave readers a sense of closure.	Mid-level	The writer wrote an ending that connected to what the story is really about. She gave the reader a sense of closure by showing a new realization or insight or a change in the character/narrator. The writer showed this through dialogue, action, inner thinking, or small actions the character takes.	



	<b>Grade 3</b> (1 POINT)	1.5 PTS	<b>Grade 4</b> (2 POINTS)	2.5 PTS	<b>Grade 5</b> (3 POINTS)	3.5 PTS	<b>Grade 6</b> (4 POINTS)	SCORE
<b>STRUCTURE (cont.)</b>								
<b>Organization</b>	The writer used paragraphs and skipped lines to separate what happened first from what happened later (and finally) in her story.	Mid-level	The writer used paragraphs to separate the different parts or times of the story or to show when a new character was speaking.	Mid-level	The writer used paragraphs to separate different parts or time of the story and to show when a new character was speaking. Some parts of the story were longer and more developed than others.	Mid-level	The writer used paragraphs purposefully, perhaps to show time and setting changes, new parts of the story, or to create suspense for readers. She created a logical, clear sequence of events.	
								TOTAL:
<b>DEVELOPMENT</b>								
<b>Elaboration*</b>	The writer worked to show what was happening to (and in) his characters.	Mid-level	The writer added more to the heart of her story, including not only actions and dialogue but also thoughts and feelings.	Mid-level	The writer developed characters, setting, and plot throughout his story, especially the heart of the story. To do this, he used a blend of description, action, dialogue, and thinking.	Mid-level	The writer developed realistic characters, and developed the details, action, dialogue, and internal thinking that contribute to the deeper meaning of the story.	(×2)
<b>Craft*</b>	The writer not only told her story, but also wrote it in ways that got readers to picture what was happening and that brought her story to life.	Mid-level	The writer showed <i>why</i> characters did what they did by including their thinking. The writer made some parts of the story go quickly, some slowly. The writer included precise and sometimes sensory details and used figurative language (simile, metaphor, personification) to bring his story to life. The writer used a storytelling voice and conveyed the emotion or tone of his story through description, phrases, dialogue, and thoughts.	Mid-level	The writer showed <i>why</i> characters did what they did by including their thinking and their responses to what happened. The writer slowed down the heart of the story. She made less important parts shorter and less detailed and blended storytelling and summary as needed. The writer included precise details and used figurative language so that readers could picture the setting, characters, and events. She used some objects or actions as symbols to bring forth her meaning. The writer varied her sentences to create the pace and tone of her narrative.	Mid-level	The writer developed some relationship between characters to show <i>why</i> they act and speak as they do. He told the internal, as well as the external story. The writer wove together precise descriptions, figurative language, and some symbolism to help readers picture the setting, actions, and events and to bring forth meaning. The writer used language that fit his story's meaning and context (e.g., different characters use different kinds of language).	(×2)
								TOTAL:

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	<b>Grade 3</b> (1 POINT)	1.5 PTS	<b>Grade 4</b> (2 POINTS)	2.5 PTS	<b>Grade 5</b> (3 POINTS)	3.5 PTS	<b>Grade 6</b> (4 POINTS)	SCORE
<b>LANGUAGE CONVENTIONS</b>								
<b>Spelling</b>	The writer used what he knew about spelling patterns to help him spell and edit before he wrote his final draft. The writer got help from others to check his spelling and punctuation before he wrote his final draft.	Mid-level	The writer used what she knew about word families and spelling rules to help her spell and edit. She used the word wall and dictionaries when needed.	Mid-level	The writer used what he knew about word families and spelling rules to help him spell and edit. He used the word wall and dictionaries when needed.	Mid-level	The writer used resources to be sure the words in her writing were spelled correctly.	
<b>Punctuation</b>	The writer punctuated dialogue correctly with commas and quotation marks. While writing, the writer put punctuation at the end of every sentence. The writer wrote in ways that helped readers read with expression, reading some parts quickly, some slowly, some parts in one sort of voice and others in another.	Mid-level	When writing long, complex sentences, the writer used commas to make them clear and correct.	Mid-level	The writer used commas to set off introductory parts of sentences, such as <i>One day at the park, I went on the slide</i> ; she also used commas to show talking directly to someone, such as <i>Are you mad, Mom?</i>	Mid-level	The writer used punctuation such as dashes, parentheses, colons, and semicolons to help him include extra detail and explanation in some of his sentences. The writer used commas and quotation marks or italics or some other way to make clear when characters are speaking.	
								TOTAL:

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### Scoring Guide

In each row, circle the descriptor in the column that matches the student work. Scores in the categories of Elaboration and Craft are worth double the point value (2, 3, 4, 5, 6, 7, or 8 instead of 1, 1.5, 2, 2.5, 3, 3.5, or 4).

Total the number of points and then track students' progress by seeing when the total points increase.

Total score: \_\_\_\_\_

If you want to translate this score into a grade, you can use the provided table to score each student on a scale of 0–4.

Number of Points	Scaled Score
1–11	1
11.5–16.5	1.5
17–22	2
22.5–27.5	2.5
28–33	3
33.5–38.5	3.5
39–44	4

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Rubric for Information Writing—Fifth Grade

	Grade 3 (1 POINT)	1.5 PTS	Grade 4 (2 POINTS)	2.5 PTS	Grade 5 (3 POINTS)	3.5 PTS	Grade 6 (4 POINTS)	SCORE
<b>STRUCTURE</b>								
<b>Overall</b>	The writer taught readers information about a subject. She put in ideas, observations, and questions.	Mid-level	The writer taught readers different things about a subject. He put facts, details, quotes, and ideas into each part of his writing.	Mid-level	The writer used different kinds of information to teach about the subject. Sometimes she included little essays, stories, or how-to sections in her writing.	Mid-level	The writer conveyed ideas and information about a subject in a well-structured text. Sometimes she incorporated arguments, explanations, stories, or procedural passages.	
<b>Lead</b>	The writer wrote a beginning in which he got readers ready to learn a lot of information about the subject.	Mid-level	The writer hooked her readers by explaining why the subject mattered, telling a surprising fact, or giving a big picture. She let readers know that she would teach them different things about a subject.	Mid-level	The writer wrote an introduction in which he helped readers get interested in and understand the subject. He let readers know the subtopics that he would develop later as well as the sequence.	Mid-level	The writer wrote an introduction in which she interested readers, perhaps with a quote or significant fact. She let readers know the subtopics that she would develop later and how her text would unfold.	
<b>Transitions</b>	The writer used words to show sequence such as <i>before</i> , <i>after</i> , <i>then</i> , and <i>later</i> . She also used words to show what did not fit such as <i>however</i> and <i>but</i> .	Mid-level	The writer used words in each section that helped readers understand how one piece of information connected with others. If he wrote the section in sequence, he used words and phrases such as <i>before</i> , <i>later</i> , <i>next</i> , <i>then</i> , and <i>after</i> . If he organized the section in kinds or parts, he used words such as <i>another</i> , <i>also</i> , and <i>for example</i> .	Mid-level	When the writer wrote about results, she used words and phrases such as <i>consequently</i> , <i>as a result</i> , and <i>because of this</i> . When she compared information, she used phrases such as <i>in contrast</i> , <i>by comparison</i> , and <i>especially</i> . In narrative parts, she used phrases that go with stories such as <i>a little later</i> and <i>three hours later</i> . If she wrote sections that stated an opinion, she used words such as <i>but the most important reason</i> , <i>for example</i> , and <i>consequently</i> .	Mid-level	The writer used transitions to help readers understand how different bits of information and different parts of his writing fit together. He used transitions to help connect ideas, information, and examples, and to imply relationships such as when material exemplifies, adds to, is similar to, explains, is a result of, or contrasts. He used transitions such as <i>for instance</i> , <i>such as</i> , <i>similarly</i> , <i>therefore</i> , <i>as a result</i> , <i>in contrast to</i> , and <i>on the other hand</i> .	

	<b>Grade 3</b> (1 POINT)	1.5 PTS	<b>Grade 4</b> (2 POINTS)	2.5 PTS	<b>Grade 5</b> (3 POINTS)	3.5 PTS	<b>Grade 6</b> (4 POINTS)	SCORE
<b>STRUCTURE (cont.)</b>								
<b>Ending</b>	The writer wrote an ending that drew conclusions, asked questions, or suggested ways readers might respond.	Mid-level	The writer wrote an ending in which she reminded readers of her subject and may either have suggested a follow-up action or left readers with a final insight. She added her thoughts, feelings, and questions about the subject at the end.	Mid-level	The writer wrote a conclusion in which he restated the main points and may have offered a final thought or question for readers to consider.	Mid-level	The writer wrote a conclusion in which she restated the important ideas and offered a final insight or implication for the reader to consider.	
<b>Organization</b>	The writer grouped her information into parts. Each part was mostly about one thing that connected to her big topic.	Mid-level	The writer grouped information into sections and used paragraphs and sometimes chapters to separate those sections. Each section had information that was mostly about the same thing. He may have used headings and subheadings.	Mid-level	The writer organized her writing into a sequence of separate sections. She may have used headings and subheadings to highlight the separate sections. The writer wrote each section according to an organizational plan shaped partly by the genre of the section.	Mid-level	The writer chose a focused subject. The writer used subheadings and/or clear introductory transitions to separate sections. The writer made deliberate choices about how to order sections and about the sequence of information and ideas within sections. He chose structures such as compare and contrast, categories, or claim and support to organize information and ideas. Some sections are written as argument, explanation, stories, or procedural passages.	
								TOTAL:

	<b>Grade 3</b> (1 POINT)	1.5 PTS	<b>Grade 4</b> (2 POINTS)	2.5 PTS	<b>Grade 5</b> (3 POINTS)	3.5 PTS	<b>Grade 6</b> (4 POINTS)	SCORE
<b>DEVELOPMENT</b>								
<b>Elaboration*</b>	The writer wrote facts, definitions, details, and observations about his topic and explained some of them.	Mid-level	<p>The writer taught her readers different things about the subject. She chose those subtopics because they were important and interesting.</p> <p>The writer included different kinds of facts and details such as numbers, names, and examples.</p> <p>The writer got her information from talking to people, reading books, and from her own knowledge and observations.</p> <p>The writer made choices about organization, perhaps using compare/contrast, cause/effect, or pro/con. She may have used diagrams, charts, headings, bold words, and definition boxes to help teach her readers.</p>	Mid-level	<p>The writer explained different aspects of a subject. He included a variety of information such as examples, details, dates, and quotes.</p> <p>The writer used trusted sources and gave credit when appropriate. He made sure to research any details that would add to his writing.</p> <p>The writer worked to make his information understandable to readers. To do this, he may have referred to earlier parts of his text and summarized background information. He let readers know when he was discussing facts and when he was offering his own thinking.</p>	Mid-level	<p>The writer included varied kinds of information such as facts, quotations, examples, and definitions.</p> <p>The writer used trusted sources and information from authorities on the topic and gave the sources credit.</p> <p>The writer worked to make his information understandable and interesting. To do this, he referred to earlier parts of his text, summarized background information, raised questions, or considered possible implications.</p>	(×2)

\*Elaboration and Craft are double-weighted categories: Whatever score a student would get in these categories is worth double the amount of points. For example, if a student exceeds expectations in Elaboration, then that student would receive 8 points instead of 4 points. If a student meets standards in Elaboration, then that student would receive 6 points instead of 3 points.

	<b>Grade 3</b> (1 POINT)	1.5 PTS	<b>Grade 4</b> (2 POINTS)	2.5 PTS	<b>Grade 5</b> (3 POINTS)	3.5 PTS	<b>Grade 6</b> (4 POINTS)	SCORE
<b>DEVELOPMENT (cont.)</b>								
<b>Craft*</b>	The writer chose expert words to teach readers a lot about the subject. She taught information in a way to interest readers. She may have used drawings, captions, or diagrams.	Mid-level	The writer made deliberate word choices to teach his readers. He may have done this by using and repeating key words about his topic. When it felt right to do so, the writer chose interesting comparisons and used figurative language to clarify his points. The writer made choices about which information was best to include or not include. The writer used a teaching tone. To do so, he may have used phrases such as <i>that means . . .</i> , <i>what that really means is . . .</i> , and <i>let me explain. . .</i>	Mid-level	The writer chose her words carefully to explain her information and ideas and to have an effect on the reader. The writer worked to include concrete details, comparisons, and/or images to explain information and concepts and to keep her reader engaged. The writer incorporated domain-specific vocabulary and, when necessary, she explained terms to readers, providing context clues, parenthetical explanations, text boxes, or similar support. The writer supported readers' learning by using a teaching tone and a formal style, as appropriate.	Mid-level	The writer chose his words carefully to explain his information and ideas and have an effect on his readers. The writer worked to include concrete details, comparisons, and/or images to explain information and concepts and to keep her reader engaged. The writer incorporated domain-specific vocabulary and, when necessary, she explained terms to readers, providing context clues, parenthetical explanations, text boxes, or similar support. The writer supported readers' learning by using a teaching tone and a formal style, as appropriate.	(x2)
								TOTAL:
<b>LANGUAGE CONVENTIONS</b>								
<b>Spelling</b>	The writer used what he knew about spelling patterns to help him spell and edit before he wrote his final draft. The writer got help from others to check his spelling and punctuation before he wrote his final draft.	Mid-level	The writer used what she knew about word families and spelling rules to help her spell and edit. She used the word wall and dictionaries to help her when needed.	Mid-level	The writer used what he knew about word families and spelling rules to help him spell and edit. He used the word wall and dictionaries to help him when needed.	Mid-level	The writer used resources to be sure the words in his writing were spelled correctly, including technical vocabulary.	

\*Elaboration and Craft are double-weighted categories: Whatever score a student would get in these categories is worth double the amount of points. For example, if a student exceeds expectations in Elaboration, then that student would receive 8 points instead of 4 points. If a student meets standards in Elaboration, then that student would receive 6 points instead of 3 points.

	<b>Grade 3</b> (1 POINT)	1.5 PTS	<b>Grade 4</b> (2 POINTS)	2.5 PTS	<b>Grade 5</b> (3 POINTS)	3.5 PTS	<b>Grade 6</b> (4 POINTS)	SCORE
<b>LANGUAGE CONVENTIONS (cont.)</b>								
<b>Punctuation</b>	The writer punctuated dialogue correctly, with commas and quotation marks. The writer put punctuation at the end of every sentence while writing. The writer wrote in ways that helped readers read with expression, reading some parts quickly, some slowly, some parts in one sort of voice and others in another.	Mid-level	When writing long, complex sentences, the writer used commas to make them clear and correct.	Mid-level	The writer used commas to set off introductory parts of sentences (for example, <i>As you might know</i> ,). The writer used a variety of punctuation to fix any run-on sentences. She used punctuation to cite her sources.	Mid-level	The writer used punctuation such as dashes, parentheses, colons, and semicolons to help her include extra information and explanation in some of her sentences. The writer accurately cited her references, using appropriate punctuation.	
								TOTAL:

Teachers, we created these rubrics so you will have your own place to pull together scores of student work. You can use these assessments immediately after giving the on-demands and also for self-assessment and setting goals.

### Scoring Guide

In each row, circle the descriptor in the column that matches the student work. Scores in the categories of Elaboration and Craft are worth double the point value (2, 3, 4, 5, 6, 7, or 8 instead of 1, 1.5, 2, 2.5, 3, 3.5, or 4).

Total the number of points and then track students' progress by seeing when the total points increase.

Total score: \_\_\_\_\_

If you want to translate this score into a grade, you can use the provided table to score each student on a scale of 0–4.

Number of Points	Scaled Score
1–11	1
11.5–16.5	1.5
17–22	2
22.5–27.5	2.5
28–33	3
33.5–38.5	3.5
39–44	4

## Rubric for Opinion Writing—Fifth Grade

	<b>Grade 3</b> (1 POINT)	1.5 PTS	<b>Grade 4</b> (2 POINTS)	2.5 PTS	<b>Grade 5</b> (3 POINTS)	3.5 PTS	<b>Grade 6</b> (4 POINTS)	SCORE
<b>STRUCTURE</b>								
<b>Overall</b>	The writer told readers her opinion and ideas on a text or a topic and helped them understand her reasons.	Mid-level	The writer made a claim about a topic or a text and tried to support his reasons.	Mid-level	The writer made a claim or thesis on a topic or text, supported it with reasons, and provided a variety of evidence for each reason.	Mid-level	The writer explained the topic/ text and staked out a position that can be supported by a variety of trustworthy sources. Each part of the text built her argument, and led to a conclusion.	
<b>Lead</b>	The writer wrote a beginning in which he not only set readers up to expect that this would be a piece of opinion writing, but also tried to hook them into caring about his opinion.	Mid-level	The writer wrote a few sentences to hook her readers, perhaps by asking a question, explaining why the topic mattered, telling a surprising fact, or giving background information.  The writer stated her claim.	Mid-level	The writer wrote an introduction that led to a claim or thesis and got his readers to care about his opinion. He got readers to care by not only including a cool fact or jazzy question, but also figuring out what was significant in or around the topic and giving readers information about what was significant about the topic.  The writer worked to find the precise words to state his claim; he let readers know the reasons he would develop later.	Mid-level	The writer wrote an introduction to interest readers and help them understand and care about a topic or text. She thought backward between the piece and the introduction to make sure that the introduction would fit with the whole.  Not only did the writer clearly state her claim, she also told her readers how her text would unfold.	



	<b>Grade 3</b> (1 POINT)	1.5 PTS	<b>Grade 4</b> (2 POINTS)	2.5 PTS	<b>Grade 5</b> (3 POINTS)	3.5 PTS	<b>Grade 6</b> (4 POINTS)	SCORE
<b>STRUCTURE (cont.)</b>								
<b>Transitions</b>	The writer connected her ideas and reasons with her examples using words such as <i>for example</i> and <i>because</i> . She connected one reason or example using words such as <i>also</i> and <i>another</i> .	Mid-level	The writer used words and phrases to glue parts of his piece together. He used phrases such as <i>for example</i> , <i>another example</i> , <i>one time</i> , and <i>for instance</i> to show when he was shifting from saying reasons to giving evidence and <i>in addition to</i> , <i>also</i> , and <i>another</i> to show when he wanted to make a new point.	Mid-level	The writer used transition words and phrases to connect evidence back to her reasons using phrases such as <i>this shows that</i> . . . . The writer helped readers follow her thinking with phrases such as <i>another reason</i> and <i>the most important reason</i> . She used phrases such as <i>consequently</i> and <i>because of</i> to show what happened. The writer used words such as <i>specifically</i> and <i>in particular</i> in order to be more precise.	Mid-level	The writer used transitions to help readers understand how the different parts of his piece fit together to explain and support his argument. The writer used transitions to help connect claim(s), reasons, and evidence and to imply relationships, such as when material exemplifies, adds to, is similar to, explains, is a result of, or contrasts. The writer used transitions such as <i>for instance</i> , <i>in addition</i> , <i>one reason</i> , <i>furthermore</i> , <i>according to</i> , <i>this evidence suggests</i> , and <i>thus we can say that</i> .	
<b>Ending</b>	The writer worked on an ending, perhaps a thought or comment related to his opinion.	Mid-level	The writer wrote an ending for her piece in which she restated and reflected on her claim, perhaps suggesting an action or response based on what she had written.	Mid-level	The writer worked on a conclusion in which he connected back to and highlighted what the text was mainly about, not just the preceding paragraph.	Mid-level	In the conclusion, the writer restated the important points and offered a final insight or implication for readers to consider. The ending strengthened the overall argument.	
<b>Organization</b>	The writer wrote several reasons or examples of why readers should agree with her opinion and wrote at least several sentences about each reason. The writer organized her information so that each part of her writing was mostly about one thing.	Mid-level	The writer separated sections of information using paragraphs.	Mid-level	The writer grouped information and related ideas into paragraphs. She put the parts of her writing in the order that most suited her purpose and helped her prove her reasons and claim.	Mid-level	The writer organized his argument into sections: he arranged reasons and evidence purposefully, leading readers from one claim or reason to another. The order of the sections and the internal structure of each section made sense.	
								TOTAL:

	<b>Grade 3</b> (1 POINT)	1.5 PTS	<b>Grade 4</b> (2 POINTS)	2.5 PTS	<b>Grade 5</b> (3 POINTS)	3.5 PTS	<b>Grade 6</b> (4 POINTS)	SCORE
<b>DEVELOPMENT</b>								
<b>Elaboration*</b>	The writer not only named his reasons to support his opinion, but also wrote more about each one.	Mid-level	The writer gave reasons to support her opinion. She chose the reasons to convince her readers.  The writer included examples and information to support her reasons, perhaps from a text, her knowledge, or her life.	Mid-level	The writer gave reasons to support his opinion that were parallel and did not overlap. He put them in an order that he thought would be most convincing.  The writer included evidence such as facts, examples, quotations, micro-stories, and information to support his claim.  The writer discussed and unpacked the way that the evidence went with the claim.	Mid-level	The writer included and arranged a variety of evidence such as facts, quotations, examples, and definitions. The writer used trusted sources and information from experts and gave the sources credit. The writer worked to explain how the reasons and evidence she gave supported her claim(s) and strengthened her argument. To do this the writer referred to earlier parts of her text, summarized background information, raised questions, or highlighted possible implications.	(×2)
<b>Craft*</b>	The writer not only told readers to believe her, but also wrote in ways that got them thinking or feeling in certain ways.	Mid-level	The writer made deliberate word choices to convince his readers, perhaps by emphasizing or repeating words that would make his readers feel emotions.  If it felt right to do so, the writer chose precise details and facts to help make his points and used figurative language to draw the readers into his line of thought.  The writer made choices about which evidence was best to include or not include to support his points.  The writer used a convincing tone.	Mid-level	The writer made deliberate word choices to have an effect on her readers.  The writer reached for the precise phrase, metaphor, or image that would convey her ideas.  The writer made choices about how to angle her evidence to support her points.  When it seemed right to do so, the writer tried to use a scholarly voice and varied her sentences to create the pace and tone of the different sections of her piece.	Mid-level	The writer chose his words carefully to support his argument and to have an effect on his reader.  The writer worked to include concrete details, comparisons, and/or images to convey his ideas, build his argument, and keep his reader engaged.  When necessary, the writer explained terms to readers, providing definitions, context clues or parenthetical explanations.  The writer made his piece sound serious.	(×2)
								TOTAL:

\*Elaboration and Craft are double-weighted categories: Whatever score a student would get in these categories is worth double the amount of points. For example, if a student exceeds expectations in Elaboration, then that student would receive 8 points instead of 4 points. If a student meets standards in Elaboration, then that student would receive 6 points instead of 3 points.

	<b>Grade 3</b> (1 POINT)	1.5 PTS	<b>Grade 4</b> (2 POINTS)	2.5 PTS	<b>Grade 5</b> (3 POINTS)	3.5 PTS	<b>Grade 6</b> (4 POINTS)	SCORE
<b>LANGUAGE CONVENTIONS</b>								
<b>Spelling</b>	The writer used what he knew about word families and spelling rules to help him spell and edit.  The writer got help from others to check his spelling and punctuation before he wrote his final draft.	Mid-level	The writer used what she knew about word families and spelling rules to help her spell and edit. She used the word wall and dictionaries to help her when needed.	Mid-level	The writer used what he knew about word patterns to spell correctly and he used references to help him spell words when needed. He made sure to correctly spell words that were important to his topic.	Mid-level	The writer used resources to be sure the words in her writing were spelled correctly, including returning to sources to check spelling.	
<b>Punctuation</b>	The writer punctuated dialogue correctly with commas and quotation marks.  While writing, the writer put punctuation at the end of every sentence.  The writer wrote in ways that helped readers read with expression, reading some parts quickly, some slowly, some parts in one sort of voice and others in another.	Mid-level	When writing long, complex sentences, the writer used commas to make them clear and correct.  The writer used periods to fix his run-on sentences.	Mid-level	The writer used commas to set off introductory parts of sentences, for example, <i>At this time in history</i> , and <i>it was common to . . .</i> .  The writer used a variety of punctuation to fix any run-on sentences.  The writer used punctuation to cite her sources.	Mid-level	The writer used punctuation such as dashes, colons, parentheses, and semicolons to help him include or connect information in some of his sentences.  The writer punctuated quotes and citations accurately.	
								TOTAL:

Teachers, we created these rubrics so you will have your own place to pull together scores of student work. You can use these assessments immediately after giving the on-demands and also for self-assessment and setting goals.

#### Scoring Guide

In each row, circle the descriptor in the column that matches the student work. Scores in the categories of Elaboration and Craft are worth double the point value (2, 3, 4, 5, 6, 7, or 8 instead of 1, 1.5, 2, 2.5, 3, 3.5, or 4).

Total the number of points and then track students' progress by seeing when the total points increase.

Total score: \_\_\_\_\_

If you want to translate this score into a grade, you can use the provided table to score each student on a scale of 0–4.

Number of Points	Scaled Score
1–11	1
11.5–16.5	1.5
17–22	2
22.5–27.5	2.5
28–33	3
33.5–38.5	3.5
39–44	4

<p style="text-align: center;"><b>4</b></p> <p style="text-align: center;"><b>Demonstrates effective analysis of text and skillful writing</b></p>	<p style="text-align: center;"><b>3</b></p> <p style="text-align: center;"><b>Demonstrates adequate analysis of text and appropriate writing</b></p>	<p style="text-align: center;"><b>2</b></p> <p style="text-align: center;"><b>Demonstrates limited analysis of text and inconsistent writing</b></p>	<p style="text-align: center;"><b>1</b></p> <p style="text-align: center;"><b>Demonstrates minimal analysis of text and inadequate writing</b></p>
<ul style="list-style-type: none"> <li>• Effectively addresses all parts of the task to demonstrate an in-depth understanding of the text(s)</li> <li>• Strong organizational structure and focus on the task with logically grouped and related ideas, including an effective introduction, development, and conclusion</li> <li>• Thorough analysis based on explicit and implicit meanings from the text(s) to support claims, opinions, and ideas</li> <li>• Substantial, accurate, and direct reference to the text(s) using an effective combination of details, examples, quotes, and/or facts</li> <li>• Substantial reference to the main ideas and relevant key details of the text(s)</li> <li>• Skillful use of transitions to link ideas within categories of textual and supporting information</li> <li>• Effective use of precise language and domain-specific vocabulary drawn from the text(s)</li> <li>• Few errors, if any, are present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present do not interfere with meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Adequately addresses all parts of the task to demonstrate a sufficient understanding of the text(s)</li> <li>• Appropriate organizational structure and focus on the task with logically grouped and related ideas, including a clear introduction, development, and conclusion</li> <li>• Clear analysis based on explicit and implicit meanings from the text(s) to support claims, opinions, and ideas</li> <li>• Sufficient, accurate, and direct reference to the text(s) using an appropriate combination details, examples, quotes, and/or facts</li> <li>• Sufficient reference to the main ideas and relevant key details of the text(s)</li> <li>• Appropriate use of transitions to link ideas within categories of textual and supporting information</li> <li>• Appropriate use of precise language and domain-specific vocabulary drawn from the text(s)</li> <li>• Some errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present seldom interfere with meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Inconsistently addresses some parts of the task to demonstrate a partial understanding of the text(s)</li> <li>• Weak organizational structure and focus on the task with ineffectively grouped ideas, including a weak introduction, development, and/or conclusion</li> <li>• Inconsistent analysis based on explicit and/or implicit meanings from the text(s) that ineffectively supports claims, opinions, and ideas</li> <li>• Limited and/or vague reference to the text(s) using some details, examples, quotes, and/or facts</li> <li>• Limited reference to the main ideas and relevant details of the text(s)</li> <li>• Limited use of transitions to link ideas within categories of textual and supporting information</li> <li>• Inconsistent use of precise language and domain-specific vocabulary drawn from the text(s)</li> <li>• Errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present may interfere with meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Minimally addresses part(s) of the task to demonstrate an inadequate understanding of the text(s)</li> <li>• Minimal evidence of an organizational structure and focus on the task with arbitrarily grouped ideas that may or may not include an introduction, development, and/or conclusion</li> <li>• Minimal analysis based on the text(s) that may or may not support claims, opinions, and ideas</li> <li>• Insufficient reference to the text(s) using few details, examples, quotes, and/or facts</li> <li>• Minimal reference to the main ideas and relevant details of the text(s)</li> <li>• Few, if any, transitions to link ideas</li> <li>• Little or no use of precise language or domain-specific vocabulary drawn from the text(s)</li> <li>• Many errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present often interfere with meaning</li> </ul>