|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **1 Beginning** | **2 Emerging** | **3 Developing** | **4 Capable** | **5 Experienced** | **6 Exceptional** |
| **I****DEAS** | **Main Idea*** Uses scribbles or shapes that imitate letters
* May write letters randomly
* May dictate ideas or labels for pictures

**Details & Support*** Presents drawing or writing that is lacking details
 | **Main Idea*** Uses some recognizable letters or words
* May include line forms that imitate text
* Drawing (if present) may be labeled but may not relate to writing

**Details & Support*** Provides one or more clues or details in a drawing unrelated to main idea
* Presents no written details
 | **Main Idea*** Tries to convey a simple experience or information about a topic using words
* Drawing (if present) may relate to writing

**Details & Support*** Offers one or two simple details in writing with limited development (e.g., provides lists without additional explanation)
* Drawing (if present) may add details with limited connection to writing
 | **Main Idea*** Conveys a clear idea (e.g., through a story, information, or opinion)
* Drawing (if present) is appropriate to the topic

**Details & Support*** Includes several written details and/or reasons supporting the idea
* Drawing (if present) relates to the main idea
 | **Main Idea*** Conveys a focused main idea
* Drawing (if present) supports main idea

**Details & Support*** Features many specific written details and/or reasons that develop or support the idea
* Drawing (if present) provides additional detail
 | **Main Idea*** Presents a focused, complete, and fresh or original idea
* Drawing (if present) enhances focus

**Details & Support*** Uses specific, interesting, important details and/or reasons to develop or support ideas and demonstrate understanding
* Drawing (if present) adds meaning
 |
| **ORGANI****ZAT****ION** | **Beginning, Middle, & End*** Has no sense of beginning, middle, or end
* Drawings may appear random and/or disconnected

**Transitions*** Words and/or drawings are not ordered or grouped

**Sequencing*** Shows no sense of sequence in writing or drawing
 | **Beginning, Middle, & End*** Shows a beginning sense of structure in writing or drawing

**Transitions*** Attempts to group like words and/or drawings
* May attempt transitions

**Sequencing*** Has sequencing that seems random in writing and/or drawing

 | **Beginning, Middle, & End*** Shows a developing structure while organization is hard to follow
* Experiments with a beginning (e.g., “Once upon a time:) and/or a middle;
* Includes no clear ending except possibly “The End”

**Transitions*** Includes limited transition and relies on simple words (e.g., so, and, then);
* Drawing (if present) may attempt to link ideas

**Sequencing*** Includes attempts at sequencing in writing and/or drawing that are confusing or seem out of order
 | **Beginning, Middle, & End*** Includes a beginning, middle, and end, though they may not flow together smoothly or be entirely clear

**Transitions*** Uses predictable transitions (e.g., linking and temporal words);
* Drawing (if present) may link ideas

**Sequencing*** Uses logical sequencing that can be followed by reader in writing;
* Drawing (if present) may also reflect logical sequencing or placement
 | **Beginning, Middle, & End*** Has a beginning, middle and end that work together to communicate consistently;
* Includes lead and concluding sentences

**Transitions*** Uses frequently varied transitions to connect main ideas and details;
* Drawing (if present) builds connections

**Sequencing*** Puts writing in an order that clarifies meaning;
* Drawing (if present) also extends meaning

 | **Beginning, Middle, & End*** Has an inviting beginning, a middle with appropriate details, and a developed ending that is effective, interesting, or thoughtful

**Transitions*** Connects ideas in a logical, interesting way with a variety of transitions;
* Drawing (if present) elaborates connections

**Sequencing*** Uses organizational structure and sequencing to enhance or extend meaning and clarify main idea;
* Drawing (if present) enhances meaning
 |
|  | **1 Beginning** | **2 Emerging** | **3 Developing** | **4 Capable** | **5 Experienced** | **6 Exceptional** |
| **VOI****CE** | **Feelings/mood*** Expresses little or no feeling/mood

**Individual expression*** Does not show personal expression through writing or drawing

**Engagement/audience awareness*** Has unclear response to task in writing or drawing;
* Shows no audience awareness in writing and/or drawing
 | **Feelings/mood*** Offers hints of feeling/mood through words, phrases, and/or drawing, but it is not clear

**Individual expression*** Demonstrates emerging individual expression in writing and/or drawing, though it may lack personal connection to or interest in the topic

**Engagement/audience awareness*** Treats topic generically in writing or drawing;
* Audience awareness appears unclear or accidental in writing and/or drawing
 | **Feelings/mood*** Expresses predictable feelings or personal opinions in writing and/or drawing, though may be repetitious

**Individual expression*** Contains some personal feelings or occasional point of view in writing or drawing

**Engagement/audience awareness*** Attempts to connect with reader but is unsuccessful;
* May express a general awareness that writing/drawing will be seen by someone else
 | **Feelings/mood*** Conveys identifiable feelings or personal opinions in writing;
* Drawing (if present) may support feelings or opinions

**Individual expression*** Expresses individual perspective and/or opinion in writing;
* Drawing (if present) conveys individuality

**Engagement/audience awareness*** Connects with reader in some places;
* Coveys awareness of reader;
* Drawing (if present) supports connection
 | **Feelings/mood*** Features writing that is individual and expressive;
* Drawing (if present) highlights individuality

**Individual expression*** Helps reader understand personal feelings or point of view, even if they are unpopular or controversial;
* Drawing (if present) enhances personality

**Engagement/audience awareness*** Connects with reader in an engaging treatment of topic;
* Drawing (if present) enhances connection and/or engagement
 | **Feelings/mood*** Uses writing intentionally to display a variety of emotions; drawing (if present) enhances emotional appeal

**Individual expression*** Takes risks that enhance meaning and commitment; conveys writer’s unmistakably individual, highly original point of view and/or purpose;
* Drawing (if present) heightens commitment

**Engagement/audience awareness*** Creates close connection with reader, demonstrating unique perspective on topic;
* Shows a clear sense of audience throughout;
* Drawing (if present) supports perspective
 |
| **W****O****R****D****C****H****O****I****C****E** | **Word meaning*** Uses drawings to stand in for words or phrases
* Writes letters in strings

**Word quality*** Uses no descriptive words (written or dictated)

**Word usage*** Copies environmental print or does not write at all
* May use words that are displayed on the classroom walls (e.g., North, South) at random
 | **Word meaning*** Uses some decodable and simple, recognizable words
* May attempt phrases and/or word patterns

**Word quality*** Settles for words or phrases that are comfortable or simple and are repetitive (e.g., names, letters, high-frequency words)

**Word usage*** Uses functional language and environmental print words correctly
* May be repetitious
 | **Word meaning*** Includes general or ordinary words, sometimes incorrectly
* May attempt new or challenging words unrelated to the message

**Word quality*** Uses fairly common words
* Has some limited success when attempting the use of descriptive words to create images

**Word usage*** Relies on safe, simple, or slang words
 | **Word meaning*** Uses favorite and/or safe words correctly
* Experiments with more sophisticated words with some success

**Word quality*** Uses some descriptive words to provide details and to make the writing more vivid, or to create images

**Word usage*** Uses basic and common words to convert message, sometimes including more precise or accurate words
 | **Word meaning*** Uses everyday words well
* Often employs more precise and accurate words to create variety

**Word quality*** Creates multiple, vivid images in writing through descriptive language

**Word usage*** Demonstrates ability to choose words for accuracy and to fit specific purposes (e.g., synonyms, adjectives, adverbs, text type)
* If needed, academic vocabulary, usually correctly
 | **Word meaning*** Uses precise, accurate, fresh, or creative words and phrases throughout writing
* Demonstrates variety in word choice

**Word quality*** Consistently produces vivid, detailed images that linger in the reader’s mind
* May use metaphors, similes, and/or other figurative language

**Word usage*** Consistently chooses rich, sophisticated language to enhance precision and accuracy
* Uses precise academic language, when appropriate
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| --- | --- | --- | --- | --- | --- | --- |
|  | **1 Beginning** | **2 Emerging** | **3 Developing** | **4 Capable** | **5 Experienced** | **6 Exceptional** |
| **SENTENCE****F****LUENCY** | **Sentence Structure*** Shows writing that mimics letters and words
* May string marks or letters across the page, moving left to right

**Sentence Variety*** Contains no sentences or sentence fragments (written or dictated)

**Connecting Sentences*** Is apparent that any transitional words are accidental choices among other random words

**Sentence Rhythm*** Produces random words that cannot be read as writing
 | **Sentence Structure*** Has short, phrase-like sentences, some of which are decodable

**Sentence Variety*** Uses short, repetitive patterns
* Has no sense of rhythm
* May be incomplete or inappropriate in places

**Connecting Sentences*** May include some simple transitions (e.g., and, but) in partial sentences

**Sentence Rhythm*** Features writing that sounds disjointed and awkward
* Piece is difficult to read aloud
* Has fragments that are difficult to string together
 | **Sentence Structure*** Uses simple sentences , usually correctly

**Sentence Variety*** Begins sentences the same way, with a few exceptions
* Uses sentences that are about same length, resulting in choppiness

**Connecting Sentences*** Includes a few simple transitions that serve as links between phrases (e.g., and, then)
* Has some repetition

**Sentence Rhythm*** Is difficult to read aloud due to uneven sentence structure
* Is bogged down by repetitive writing
 | **Sentence Structure*** Uses simple sentences correctly
* May experiment with varied sentence patterns

**Sentence Variety*** Varies sentence lengths and beginnings

**Connecting Sentences*** Uses simple transitional words and/or phrases appropriately

**Sentence Rhythm*** Has somewhat mechanical rhythm, though writing is easily read aloud
 | **Sentence Structure** * Conveys simple and varied sentences effectively

**Sentence Variety*** Has a variety of sentence beginnings and lengths, which results in even rhythm and effective communication

**Connecting Sentences*** Uses transitional words and/or phrases to improve readability

**Sentence Rhythm*** Incorporates rhythm and flow that feels natural to read aloud
 | **Sentence Structure*** Uses correct sentence structure that is varied throughout writing
* Is frequently creative

**Sentence Variety*** Purposefully uses a variety of sentence beginnings and lengths to enhance and extend meaning

**Connecting Sentences*** Uses varied transitional words and/or phrases smoothly and effectively to enhance rhythm and readability of writing

**Sentence Rhythm*** Uses natural rhythm and cadence to create a flow that is easy and pleasurable to read aloud
 |
| **CONVENT****IONS** |  **Spelling** * Uses letter strings (i.e., pre-phonetic) indicating gaps in knowing letter/sound relationships
* Has emerging print sense

**Punctuation** * Has no punctuation present

**Capitalization*** Contains no evidence that capital letters are for a particular purpose, if used at all

**Grammar/Usage*** Demonstrates no understanding of basic grammar
 | **Spelling** * Attempts phonetic spelling (e.g., MTR, UM, KD) that is mostly decodable
* May include some simple words spelled correctly

**Punctuation** * Attempts some random punctuation

**Capitalization*** Uses upper and lower case letters inconsistently

**Grammar/Usage*** Uses some grammatical constructions
 | **Spelling** * Has spotty spelling of grade-level, high-frequency words
* Spells some high-frequency words correctly and uses phonetic spelling (e.g., MOSTR, HUMN, KLOSD) on less common words

**Punctuation** * Experiments with end punctuation (e.g., period, question mark, exclamation mark)

**Capitalization*** Has inconsistent capitalization but show signs of appropriate use (e.g., some starts of sentences, names, or titles)

**Grammar/Usage*** Attempts standard grammar, but effect is uneven, overly simplistic, or has many missing parts
 | **Spelling** * Shows generally correct spelling of grade-level, high-frequency words
* Uses phonetic spelling on less frequent words (e.g., MONSTUR, HUMUN, CLOSSED)

**Punctuation** * Has end punctuation that is usually correct

**Capitalization*** Uses capitals at the beginning of sentences and for some names and/or titles

**Grammar/Usage*** Often uses noun/pronoun agreement, verb tenses, and subject/verb agreement correctly in simple constructions
 | **Spelling** * Usually spells grade-level, high-frequency words accurately
* Spells less frequent/difficult words logically with some correctly spelled

**Punctuation** * Uses end punctuation that is usually correct
* Attempts other punctuation, sometimes correctly (e.g., commas, colons, quotation marks)

**Capitalization*** Uses capitals at the beginning of sentences and fairly consistently for names, titles and or proper nouns

**Grammar/Usage*** Uses correct grammar nearly all the time
 | **Spelling** * Spells nearly all words correctly, including grade-level, high-frequency words and more difficult words

**Punctuation** * Has end punctuation that is correct
* Often correctly uses advanced punctuation (e.g., commas in a series, quotation marks)
* May use punctuation for style and effect

**Capitalization*** Uses capitals consistently for name, titles and or proper nouns as well as sentence beginnings
* May use creative capitalization (e.g., all uppercase for emphasis)

**Grammar/Usage*** Shows consistent and correct use of grammar at grade -level expectations and frequently beyond
 |