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|  | **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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| **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 |