

**WRITING RUBRIC GRADE-LEVEL STANDARDS
CC WS 3 NARRATIVE KINDERGARTEN**

	DOES NOT MEET (1)	ALMOST MEETS (2)	MEETS (3)	EXCEEDS (4)
NARRATIVE	<p>Draws and narrates, but topic is not connected</p> <p style="text-align: right;">(1)</p>	<p>Draws, narrates and/or writes at least 1 sentence about the topic</p> <p style="text-align: right;">(2)</p>	<p>Draws, narrates, and/or writes a paper that tells a story</p> <p>Provides a title</p> <p>Establishes the situation or event</p> <p>Contains loosely linked events</p> <p>Uses time order words</p> <p>Provides a reaction to what happened (personal narrative, when applicable)</p> <p>Provides sense of closure</p> <p style="text-align: right;">(3)</p>	<p>Meets all expectations set forth in (3)</p> <p>Uses some descriptive words</p> <p style="text-align: right;">(4)</p>
ORGANIZATION & FOCUS	<p>Does not write consonant-vowel-consonant words</p> <p>Writes in all directions</p> <p>No sound correlation</p> <p>Student uses random letters to represent print</p> <p style="text-align: right;">(1)</p>	<p>Writes some consonant-vowel-consonant words</p> <p>Writes phonetically spelled words</p> <p>Begins to write from left to right</p> <p>Uses correct initial sounds in most words written</p> <p>Begins to space words correctly</p> <p style="text-align: right;">(2)</p>	<p>Writes many consonant –vowel-consonant words (i.e., demonstrates the alphabetic principle) (CCSS L2c)</p> <p>Writes phonetically spelled words (CCSS L 2d)</p> <p>Writes left to right, & return sweeps</p> <p>Uses correct initial and ending sounds in most words written</p> <p>Most words are spaced correctly</p> <p>Uses transition words to move reader from one detail to the next</p> <p style="text-align: right;">(3)</p>	<p>Meets all expectations set forth in (3)</p> <p>Uses mostly correctly spelled CVC words</p> <p>Consistently spells grade level appropriate words correctly</p> <p>Letters are well formed; neatly spaced and aligned</p> <p>Words are spaced correctly</p> <p style="text-align: right;">(4)</p>
LANGUAGE CONVENTIONS	<p>Random formation of letters or marks</p> <p style="text-align: right;">(1)</p>	<p>Uppercase letters are random or within words</p> <p>Uses only uppercase letters in writing</p> <p>No punctuation mark</p> <p style="text-align: right;">(2)</p>	<p>Uses simple sentences, and/or compound sentences</p> <p>Begins to write uppercase letters at the beginning of a sentence</p> <p>Begins to end with a punctuation mark</p> <p>Begins to write proper names with capital letters</p> <p style="text-align: right;">(3)</p>	<p>Meets all expectations set forth in (3)</p> <p>Uses a variety of simple and compound sentences</p> <p>Writes uppercase letters at the beginning of the sentence and the pronoun I (CCSS 2a)</p> <p>Ends with correct punctuation marks (CCSS 2b)</p> <p>Writes proper names with capital letters</p> <p style="text-align: right;">(4)</p>

DIRECTIONS: Each section will be scored separately. You will need to enter 3 scores on Data Director. **NOTE:** Writing Rubric Proficiency levels are 1 – 4. 4 is considered Advanced, 3 is considered Proficient, 2 is considered Basic, and 1 is considered Below Basic. The writing rubric does not have a Far Below Basic level.

**WRITING RUBRIC GRADE-LEVEL STANDARDS
CC WS 1 OPINION– KINDERGARTEN**

	DOES NOT MEET (1)	ALMOST MEETS (2)	MEETS (3)	EXCEEDS (4)
OPINION	<p>Draws and narrates, but topic is not connected</p> <p style="text-align: right;">(1)</p>	<p>Draws, narrates, and/or writes at least 1 sentence about the topic</p> <p style="text-align: right;">(2)</p>	<p>Draws, narrates, and/or writes a paper that states an opinion</p> <p>Establishes a topic within title and/or names the book</p> <p>Expresses preferences to topic and/or book</p> <p>Uses sources such as, print and internet to gather information about the topic</p> <p>Provides a sense of closure</p> <p style="text-align: right;">(3)</p>	<p>Meets all expectations set forth in</p> <p>Uses some descriptive words</p> <p>Uses connecting words such as, <i>because</i>, to connect opinion to reasons</p> <p style="text-align: right;">(4)</p>
ORGANIZATION & FOCUS	<p>Does not write consonant-vowel-consonant words</p> <p>Writes in all directions</p> <p>No sound correlation</p> <p>Student uses random letters to represent print</p> <p style="text-align: right;">(1)</p>	<p>Writes some consonant-vowel-consonant words</p> <p>Writes phonetically spelled words</p> <p>Begins to write from left to right</p> <p>Uses correct initial sounds in most words written</p> <p>Begins to space words correctly</p> <p style="text-align: right;">(2)</p>	<p>Writes many consonant–vowel-consonant words (i.e., demonstrates the alphabetic principle) (CCSS L2c)</p> <p>Writes phonetically spelled words (CCSS L2d)</p> <p>Writes left to right, & return sweeps</p> <p>Uses correct initial and ending sounds in most words written</p> <p>Most words are spaced correctly</p> <p>Uses transition words to move reader from one detail to the next</p> <p style="text-align: right;">(3)</p>	<p>Meets all expectations set forth in</p> <p>Uses mostly correctly spelled CVC words</p> <p>Consistently spells grade level appropriate words correctly</p> <p>Letters are well formed; neatly spaced and aligned</p> <p>Words are spaced correctly</p> <p style="text-align: right;">(4)</p>
LANGUAGE CONVENTIONS	<p>Random formation of letters or marks</p> <p style="text-align: right;">(1)</p>	<p>Uppercase letters are random or within words</p> <p>Uses only uppercase letters in writing</p> <p>No punctuation mark</p> <p style="text-align: right;">(2)</p>	<p>Uses simple sentences, and/or compound sentences</p> <p>Begins to write uppercase letters at the beginning of a sentence</p> <p>Begins to end with a punctuation mark</p> <p>Begins to write proper names with capital letters</p> <p style="text-align: right;">(3)</p>	<p>Meets all expectations set forth in</p> <p>Uses a variety of simple and compound sentences</p> <p>Writes uppercase letters at the beginning of the sentence and the pronoun I (CCSS 2a)</p> <p>Ends with punctuation marks (CCSS 2b)</p> <p>Writes proper names with capital letters</p> <p style="text-align: right;">(4)</p>

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**WRITING RUBRIC GRADE-LEVEL STANDARDS
CC WS 2 INFORMATIVE – FIRST GRADE**

	DOES NOT MEET (1)	ALMOST MEETS (2)	MEETS (3)	EXCEEDS (4)
INFORMATIVE	Writes 1 – 3 incomplete sentences about the topic Topic not established Uses no facts (1)	Writes 3-4 pattern or non-pattern complete sentences about the topic Topic may be unclear Uses few facts Conclusion not provided (2)	Writes a paper that gives information or explains Provides a title to establish the topic Goes beyond title to establish topic sentence Supplies at least 4 facts/information about topic Uses sources such as, print and/or internet to gather information about the topic Uses linking words such as, <i>but, and, then, because, also, in addition, however etc.</i> Provides a conclusion (3)	Meets all expectations set forth in (3) Uses many facts to develop topic Independently uses sources such as, print and/or internet to gather information about the topic (4)
ORGANIZATION & FOCUS	Does not write on topic Words are randomly written Some words are illegible (1)	Writes left to right, and return sweeps Uses few descriptive words Most words are spaced correctly (2)	Selects a focus Uses some descriptive words Prints legibly and spaces letters, words, and sentences appropriately (3)	Meets all expectations set forth in (3) Sequence is well organized and logical Uses many descriptive words Includes two of the three elements of an informative writing piece (who, what, where) (4)
LANGUAGE CONVENTIONS	Uppercase letters are random or within words Punctuation is missing (1)	Contains a few incomplete sentences Incorrect use of singular and plural nouns Begins to use end punctuation Begins to write beginning of a sentence, names and dates with capital letters Writes phonetically spelled words (2)	Uses complete sentences, and/or compound sentences Correctly uses singular and /or plural nouns with matching verbs (CCSS L 1c) Uses verbs to convey a sense of past, present and future (CCSS L 1e) Uses correct end punctuation (CCSS L 2b) Capitalizes the first word of sentences, names of people, and dates (CCSS L 2a) Correctly uses contractions (if used) Spells most 3-4 letter short vowel words and grade-level-appropriate sight words correctly (3)	Meets all expectations set forth in (3) Uses a variety of simple and compound sentences Correctly capitalizes the title of the story Uses commas in dates and to separate single words in a series. (CCSS L 2c) Correctly spells contractions (if used) Uses conventional spelling for words with common spelling patterns & for frequently occurring irregular words (CCSS L 2d) Spells untaught words phonetically, drawing o phonemic awareness & spelling conventions (CCSS L 2e) (4)

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**WRITING RUBRIC GRADE-LEVEL STANDARDS
CC WS 2 INFORMATIVE – SECOND GRADE**

	DOES NOT MEET (1)	ALMOST MEETS (2)	MEETS (3)	EXCEEDS (4)
INFORMATIVE	<p>Lacks topic sentence</p> <p>Weaves in and out of a topic</p> <p>Source is not evident</p> <p>Notes are not evident</p> <p>Written information is copied from source</p> <p align="right">(1)</p>	<p>Topic sentence may be unclear</p> <p>Supporting sentences are unclear</p> <p>Uses one source to acquire information</p> <p>Some notes are evident</p> <p>Some information is copied from source</p> <p align="right">(2)</p>	<p>Begins with a clear and interesting topic sentence that tells about the topic</p> <p>Groups related ideas, and maintains consistent focus on topic</p> <p>Paper includes relevant and supporting sentences</p> <p>Uses facts to develop points</p> <p>Uses linking words such as, <i>also, another, and, more</i> and <i>but</i> to connect ideas</p> <p>Uses sources such as, print and/or internet to gather information about the topic</p> <p>Notes are evident</p> <p>Shares the information in own words</p> <p>Provides a conclusion</p> <p align="right">(3)</p>	<p>Meets all expectations set forth in (3)</p> <p>Contains more than one paragraph with correct indentation</p> <p>Uses definitions to develop points</p> <p>Takes notes on facts</p> <p>Independently uses two or more sources such as print, and/or Internet to find information about the topic</p> <p align="right">(4)</p>
ORGANIZATION & FOCUS	<p>Wanders off-topic and does not return to topic</p> <p>Missing graphic organizer or rough draft</p> <p>Illegible writing</p> <p align="right">(1)</p>	<p>Details do not follow a logical order</p> <p>Evidence of graphic organizer such as, pre-writing, elements, and/or rough draft</p> <p>Mostly legible writing</p> <p align="right">(2)</p>	<p>Contains detailed sentences related to the topic, in logical order</p> <p>Clearly planned writing with graphic organizer such as, elements and/or rough draft</p> <p>Uses transition words to move the reader from one detail to the next</p> <p>Legible handwriting</p> <p align="right">(3)</p>	<p>Meets all expectations set forth in (3)</p> <p>Neat handwriting</p> <p align="right">(4)</p>
LANGUAGE CONVENTIONS	<p>Uses some incomplete sentences</p> <p>Lacks punctuation</p> <p>Has many capitalization errors</p> <p>Most words spelled incorrectly</p> <p align="right">(1)</p>	<p>Uses mostly simple sentences</p> <p>Has incomplete sentences</p> <p>Uses some punctuation</p> <p>Use quotation marks incorrectly</p> <p>Has a few capitalization errors</p> <p>Some words spelled correctly</p> <p align="right">(2)</p>	<p>Uses a variation of simple and compound sentences</p> <p>Correctly uses various parts of speech, including nouns & verbs agreement</p> <p>Uses correct end punctuation</p> <p>Uses commas in dates & items in a series correctly, when applicable</p> <p>Uses quotation marks correctly, when applicable</p> <p>Capitalizes all proper nouns, words at the beginning of sentences, months, days, titles and initials of people, and the title of the story</p> <p>Spells most frequently used, irregular words correctly</p> <p>Spells basic short vowel, long vowel, r-controlled, and consonant-blend patterns correctly</p> <p align="right">(3)</p>	<p>Meets all expectations set forth in (3)</p> <p>Uses a variation of simple, compound, and complex sentences</p> <p>Uses commas in areas other than a series and date</p> <p>Uses quotation marks with proper paragraphing & capitalization</p> <p>Uses an apostrophe to form contractions and frequently occurring possessives (CCSS L 2c)</p> <p>Uses commas in greetings and closing of letters (CCSS L 2b)</p> <p>Capitalizes holidays, product names, and geographic names (CCSS L 2a)</p> <p>Spells most words correctly</p> <p align="right">(4)</p>

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**WRITING RUBRIC GRADE-LEVEL STANDARDS
CC WS 3 NARRATIVE – SECOND GRADE**

	DOES NOT MEET (1)	ALMOST MEETS (2)	MEETS (3)	EXCEEDS (4)
NARRATIVE	<p>Omits characters, objects, or events</p> <p>Details do not follow a logical order</p> <p>Lacks details</p> <p>No closure</p> <p align="right">(1)</p>	<p>May lack one of the three (setting, characters, plot) basic parts of a narrative</p> <p>Contains limited logical order of events</p> <p>Limited use of details</p> <p>Closure is sudden or abrupt</p> <p align="right">(2)</p>	<p>Describes a fictional or autobiographical experience using well-elaborated events</p> <p>Establishes a situation with the opening sentence</p> <p>Recounts appropriately sequenced events using correct time order words</p> <p>Uses details and/or dialogue to describe action, thoughts, and feelings</p> <p>Provides a sense of closure</p> <p align="right">(3)</p>	<p>Meets all expectations set forth in (3)</p> <p>Clearly develops a setting, character, objects, & events with adjectives, adverbs, and action verbs</p> <p>Develops an interesting plot and uses an imaginative approach</p> <p>Uses strong vivid language</p> <p align="right">(4)</p>
ORGANIZATION & FOCUS	<p>Wanders off-topic and does not return to topic</p> <p>Missing graphic organizer or rough draft</p> <p>A few illegible words</p> <p align="right">(1)</p>	<p>Unclear beginning, middle, or end</p> <p>Graphic organizer or rough draft is incomplete</p> <p align="right">(2)</p>	<p>Has a clear beginning, middle, and end</p> <p>Clearly planned writing with graphic organizer or rough draft</p> <p>Creates readable documents with legible handwriting</p> <p>Uses transition words to move the reader from one detail to the next</p> <p align="right">(3)</p>	<p>Meets all expectations set forth in (3)</p> <p>Has clear beginning, middle, & end with smooth transitions</p> <p>Neat handwriting</p> <p align="right">(4)</p>
LANGUAGE CONVENTIONS	<p>Uses some incomplete sentences</p> <p>Lacks punctuation</p> <p>Has many capitalization errors</p> <p>Most words spelled incorrectly</p> <p align="right">(1)</p>	<p>Uses mostly simple sentences</p> <p>Has incomplete sentences</p> <p>Uses some punctuation</p> <p>Use quotation marks incorrectly</p> <p>Has a few capitalization errors</p> <p>Some words spelled correctly</p> <p align="right">(2)</p>	<p>Uses a variation of simple and compound sentences</p> <p>Correctly uses various parts of speech, including nouns & verbs agreement</p> <p>Uses correct end punctuation</p> <p>Uses commas in dates & items in a series correctly, when applicable</p> <p>Uses quotation marks correctly, when applicable</p> <p>Capitalizes all proper nouns, words at the beginning of sentences, months, days, titles and initials of people, and the title of the story</p> <p>Spells most frequently used, irregular words correctly</p> <p>Spells basic short vowel, long vowel, r-controlled, and consonant-blend patterns correctly</p> <p align="right">(3)</p>	<p>Meets all expectations set forth in (3)</p> <p>Uses a variation of simple, compound, and complex sentences</p> <p>Uses commas in areas other than a series and date</p> <p>Uses quotation marks with proper paragraphing & capitalization</p> <p>Uses an apostrophe to form contractions and frequently occurring possessives (CCSS L 2c)</p> <p>Uses commas in greetings and closing of letters (CCSS L 2b)</p> <p>Capitalizes holidays, product names, and geographic names (CCSS L 2a)</p> <p>Spells most words correctly</p> <p align="right">(4)</p>

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**WRITING RUBRIC GRADE-LEVEL STANDARDS
CC WS 1 OPINION – SECOND GRADE**

	DOES NOT MEET (1)	ALMOST MEETS (2)	MEETS (3)	EXCEEDS (4)
OPINION	<p>Topic is unclear</p> <p>Preference not stated</p> <p>Source is not evident</p> <p>Provides title, but not connected to the topic</p> <p align="right">(1)</p>	<p>Topic sentence may be unclear</p> <p>Opinion or preference is unclear</p> <p>Supporting sentences are unclear</p> <p>Provides a title to establish topic</p> <p align="right">(2)</p>	<p>Begins with a clear topic sentence that introduces the topic or book</p> <p>States an opinion about the topic and/or book</p> <p>Includes reason and three relevant facts and/or details to support opinion about the topic and/or book</p> <p>Uses linking words and phrases such as, <i>because, and, also, in addition etc.</i> to connect opinions and reasons</p> <p>Uses sources such as, print and internet to gather information about the topic</p> <p>Provides a conclusion</p> <p align="right">(3)</p>	<p>Meets all expectations set forth in (3)</p> <p>Uses more than three relevant facts and/or details to support opinion</p> <p align="right">(4)</p>
ORGANIZATION & FOCUS	<p>Wanders off-topic and does not return to topic</p> <p>No evidence of rough draft or graphic organizer</p> <p>A few illegible words</p> <p align="right">(1)</p>	<p>Details do not follow a logical order</p> <p>Rough draft or graphic organizer is incomplete</p> <p align="right">(2)</p>	<p>Contains detailed sentences related to the topic in, logical order</p> <p>Clearly planned writing with graphic organizer such as elements and/or rough draft</p> <p>Uses transition words to move the reader from one detail to the next</p> <p>Legible handwriting</p> <p align="right">(3)</p>	<p>Meets all expectations set forth in (3)</p> <p>Neat handwriting</p> <p align="right">(4)</p>
LANGUAGE CONVENTIONS	<p>Uses some incomplete sentences</p> <p>Lacks punctuation</p> <p>Has many capitalization errors</p> <p>Most words spelled incorrectly</p> <p align="right">(1)</p>	<p>Uses mostly simple sentences</p> <p>Has incomplete sentences</p> <p>Uses some punctuation</p> <p>Use quotation marks incorrectly</p> <p>Has a few capitalization errors</p> <p>Some words spelled correctly</p> <p align="right">(2)</p>	<p>Uses a variation of simple and compound sentences</p> <p>Correctly uses various parts of speech, including nouns & verbs agreement</p> <p>Uses correct end punctuation</p> <p>Uses commas in dates & items in a series correctly, when applicable</p> <p>Uses quotation marks correctly, when applicable</p> <p>Capitalizes all proper nouns, words at the beginning of sentences, months, days, titles and initials of people, and the title of the story</p> <p>Spells most frequently used, irregular words correctly</p> <p>Spells basic short vowel, long vowel, r-controlled, and consonant-blend patterns correctly</p> <p align="right">(3)</p>	<p>Meets all expectations set forth in (3)</p> <p>Uses a variation of simple, compound, and complex sentences</p> <p>Uses commas in areas other than a series and date</p> <p>Uses quotation marks with proper paragraphing & capitalization</p> <p>Uses an apostrophe to form contractions and frequently occurring possessives (CCSS L 2c)</p> <p>Uses commas in greetings and closing of letters (CCSS L 2b)</p> <p>Capitalizes holidays, product names, and geographic names (CCSS L 2a)</p> <p>Spells most words correctly</p> <p align="right">(4)</p>

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**WRITING RUBRIC GRADE-LEVEL STANDARDS
CC WS 2 INFORMATIVE – THIRD GRADE**

	DOES NOT MEET (1)	ALMOST MEETS (2)	MEETS (3)	EXCEEDS (4)
INFORMATIVE	<p>Limited information on topic</p> <p>Includes little to no facts for focus</p> <p>No outside sources</p> <p align="right">(1)</p>	<p>Describes some aspects of topic, but topic sentence may be unclear</p> <p>Includes few facts & details for focus</p> <p>Draws information from one source</p> <p>Minimal notes</p> <p align="right">(2)</p>	<p>Begins paper with a clear and interesting topic sentence that introduces the topic (CCSS W 2a)</p> <p>Groups related information together (CCSS W 1a)</p> <p>Supports with facts, details, definitions, and illustrations when useful to aiding comprehension (CCSS W 2a/2b)</p> <p>Uses linking words and phrases such as, <i>also, another, and, more, but, in addition,</i> etc. to connect ideas within categories of information (CCSS W 2c)</p> <p>Uses sources such as, print and internet to gather information about the topic</p> <p>Takes notes and shares information in own words</p> <p>Provides a concluding statement or section (CCSS W 2d)</p> <p align="right">(3)</p>	<p>Meets all expectations set forth in (3)</p> <p>Supports with several facts and details</p> <p>Uses any combination of definitions, illustrations, pictures, graphs, or charts to enhance topic</p> <p align="right">(4)</p>
ORGANIZATION & FOCUS	<p>Disjointed ideas</p> <p>No evidence of rough draft or graphic organizer</p> <p align="right">(1)</p>	<p>Includes simple supporting details that follow a logical order</p> <p>Rough draft or graphic organizer is incomplete</p> <p align="right">(2)</p>	<p>Includes well-developed supporting facts and details</p> <p>Uses transition words to move the reader from one detail to the next</p> <p>Clearly planned writing with graphic organizer such as elements and/or rough draft</p> <p>Document is neat and legible</p> <p align="right">(3)</p>	<p>Meets all expectations set forth in (3)</p> <p>Paper is well-developed with smooth transitions and indentations</p> <p align="right">(4)</p>
LANGUAGE CONVENTIONS	<p>Writes incomplete sentences</p> <p>No subject/verb agreement or usage of pronouns, adjectives, compound words and articles</p> <p>Incorrect use of past, present, and future verb tenses</p> <p>Uses no punctuation, commas and capitalization</p> <p>Poor spelling</p> <p align="right">(1)</p>	<p>Writes mostly simple sentences with correct punctuation</p> <p>Some correct use of subject/verb agreement, pronouns, adjectives, compound words, and articles</p> <p>Some correct use of past, present and future verb tenses</p> <p>Some correct use of punctuation, commas and capitalization</p> <p>Many spelling errors</p> <p align="right">(2)</p>	<p>Uses a variation of simple, compound, and complex sentences (CCSS L 1k)</p> <p>Uses subject/verb agreement, pronouns, adjectives, compound words, and articles correctly</p> <p>Uses past, present, and future verb tenses correctly (CCSS L 1g)</p> <p>Uses commas in dates, locations, and addresses, items in a series, and quotations in dialogue correctly (CCSS L 2 b/c)</p> <p>Capitalizes geographical names, holidays, historical periods, and titles of stories (CCSS L 2a) correctly</p> <p>Spells one-syllable words that have blends, contractions, compounds, orthographic patterns (doubling consonants, change y to ies), and common homophones correctly most of the time</p> <p>Forms and uses possessives correctly, when applicable (CCSS L 2d)</p> <p align="right">(3)</p>	<p>Meets all expectations set forth in (3)</p> <p>Uses coordinating conjunctions (and, but, or, yet, nor, so)</p> <p>Uses commas in direct quotations, and apostrophes in possessive case of nouns and in contractions when appropriate</p> <p>Uses underlining, quotation marks or italics to identify titles of documents when appropriate</p> <p>Capitalizes names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations when appropriate</p> <p>Consults reference materials, as needed to check and correct spelling (CCSS L 2)</p> <p align="right">(4)</p>

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**WRITING RUBRIC GRADE-LEVEL STANDARDS
CC WS 3 NARRATIVE – THIRD GRADE**

	DOES NOT MEET (1)	ALMOST MEETS (2)	MEETS (3)	EXCEEDS (4)
NARRATIVE	<p>Setting or characters are not developed</p> <p>Lacks two of the four basic parts of a narrative (setting, characters, problem, or solution)</p> <p>Sequence of plot is difficult to follow</p> <p align="right">(1)</p>	<p>Setting and characters are mentioned, but not well-developed</p> <p>Lack one of the four basic parts of a narrative (setting, characters, or problem, and solution, when applicable)</p> <p>Plot is not sufficiently developed</p> <p>Solution (if applicable) not transitioned smoothly</p> <p align="right">(2)</p>	<p>Paper develops a real or imagined experience or events that unfolds naturally (CCSS W 3)</p> <p>Uses descriptive details and clear event sequences (CCSS W 3)</p> <p>Establishes a situation and introduces a narrator and/or characters (CCSS W 3a)</p> <p>Uses dialogue and/or description of actions, thoughts, and feelings, to develop experiences and events or show the response of characters to situations (CCSS W 3b)</p> <p>Uses temporal words and phrases to signal event order</p> <p>Provides a sense of closure (CCSS W 3d)</p> <p align="right">(3)</p>	<p>Meets all expectations set forth in (3)</p> <p>Vivid description of setting and action</p> <p>Develops an interesting plot and uses an imaginative approach</p> <p align="right">(4)</p>
ORGANIZATION & FOCUS	<p>Disjointed ideas</p> <p>Facts or details are missing</p> <p>No evidence of rough draft or graphic organizer</p> <p align="right">(1)</p>	<p>Includes some details</p> <p>Rough draft or graphic organizer is incomplete</p> <p align="right">(2)</p>	<p>Includes well-developed supporting details</p> <p>Uses transition words to move the reader from one detail to the next</p> <p>Clearly planned writing with graphic organizer or rough draft</p> <p>Document is neat and legible</p> <p align="right">(3)</p>	<p>Meets all expectations set forth in (3)</p> <p>Paper is well-developed with smooth transitions and indentations</p> <p align="right">(4)</p>
LANGUAGE CONVENTIONS	<p>Writes incomplete sentences</p> <p>No subject/verb agreement or usage of pronouns, adjectives, compound words and articles</p> <p>Incorrect use of past, present, and future verb tenses</p> <p>Uses no punctuation, commas and capitalization</p> <p>Poor spelling</p> <p align="right">(1)</p>	<p>Writes mostly simple sentences with correct punctuation</p> <p>Some correct use of subject/verb agreement, pronouns, adjectives, compound words, and articles</p> <p>Some correct use of past, present and future verb tenses</p> <p>Some correct use of punctuation, commas and capitalization</p> <p>Many spelling errors</p> <p align="right">(2)</p>	<p>Uses a variation of simple, compound, and complex sentences (CCSS L 1k)</p> <p>Uses subject/verb agreement, pronouns, adjectives, compound words, and articles correctly</p> <p>Uses past, present, and future verb tenses correctly (CCSS L 1g)</p> <p>Uses commas in dates, locations, and addresses, items in a series, and quotations in dialogue correctly (CCSS L 2 b/c)</p> <p>Capitalizes geographical names, holidays, historical periods, and titles of stories (CCSS L 2a) correctly</p> <p>Spells one-syllable words that have blends, contractions, compounds, orthographic patterns (doubling consonants, change y to <i>ies</i>), and common homophones correctly most of the time</p> <p>Forms and uses possessives correctly, when applicable (CCSS L 2d)</p> <p align="right">(3)</p>	<p>Meets all expectations set forth in (3)</p> <p>Uses coordinating conjunctions (and, but, or, yet, nor, so)</p> <p>Uses commas in direct quotations, and apostrophes in possessive case of nouns and in contractions when appropriate</p> <p>Uses underlining, quotation marks or italics to identify titles of documents when appropriate</p> <p>Capitalizes names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations when appropriate</p> <p>Consults reference materials, as needed to check and correct spelling (CCSS L 2)</p> <p align="right">(4)</p>

DIRECTIONS: Each section will be scored separately. You will need to enter 3 scores on Data Director. **NOTE:** Writing Rubric Proficiency levels are 1 – 4. 4 is considered Advanced, 3 is considered Proficient, 2 is considered Basic, and 1 is considered Below Basic. The writing rubric does not have a Far Below Basic level.

**WRITING RUBRIC GRADE-LEVEL STANDARDS
CC WS 1 OPINION – THIRD GRADE**

	DOES NOT MEET (1)	ALMOST MEETS (2)	MEETS (3)	EXCEEDS (4)
OPINION	<p>Limited information on topic</p> <p>Does not state opinion</p> <p>Includes little to no facts for focus</p> <p align="right">(1)</p>	<p>Lacks topic sentence</p> <p>Opinion is not evident</p> <p>Supporting sentences are weak and/or unclear</p> <p align="right">(2)</p>	<p>Begins with a clear and interesting topic sentence that states an opinion about a topic and/or text (CCSS W 1a)</p> <p>Paper includes relevant and supporting sentences (CCSS W 1a)</p> <p>Organizational structure lists reasons (CCSS W 1a)</p> <p>Provides reasons that support the opinion (CCSS W 1b)</p> <p>Use linking words and phrases such as, <i>also</i>, <i>because</i>, <i>therefore</i>, <i>since</i>, and, <i>for example</i> to connect opinion and reasons (CCSS W 1c)</p> <p>Uses sources such as, print and internet to gather information about the topic</p> <p>Provides a concluding statement or section (CCSS W 1d) (3)</p>	<p>Meets all expectations set forth in (3)</p> <p>Provides reasons that are supported by facts and details</p> <p>Uses vivid and descriptive language that supports the genre</p> <p align="right">(4)</p>
ORGANIZATION & FOCUS	<p>Disjointed ideas</p> <p>No evidence of rough draft or graphic organizer</p> <p align="right">(1)</p>	<p>Includes simple supporting details that follow a logical order</p> <p>Rough draft or graphic organizer is incomplete</p> <p align="right">(2)</p>	<p>Includes well-developed supporting facts and details</p> <p>Uses transition words to move the reader from one detail to the next</p> <p>Clearly planned writing with graphic organizer such as elements and/or rough draft</p> <p>Document is neat and legible</p> <p align="right">(3)</p>	<p>Meets all expectations set forth in (3)</p> <p>Paper is are well-developed with smooth transitions and indentations</p> <p align="right">(4)</p>
LANGUAGE CONVENTIONS	<p>Writes incomplete sentences</p> <p>No subject/verb agreement or usage of pronouns, adjectives, compound words and articles</p> <p>Incorrect use of past, present, and future verb tenses</p> <p>Uses no punctuation, commas and capitalization</p> <p>Poor spelling</p> <p align="right">(1)</p>	<p>Writes mostly simple sentences with correct punctuation</p> <p>Some correct use of subject/verb agreement, pronouns, adjectives, compound words, and articles</p> <p>Some correct use of past, present and future verb tenses</p> <p>Some correct use of punctuation, commas and capitalization</p> <p>Many spelling errors</p> <p align="right">(2)</p>	<p>Uses a variation of simple, compound, and complex sentences (CCSS L 1k)</p> <p>Uses subject/verb agreement, pronouns, adjectives, compound words, and articles correctly</p> <p>Uses past, present, and future verb tenses correctly (CCSS L1g)</p> <p>Uses commas in dates, locations, and addresses, items in a series, and quotations in dialogue correctly (CCSS L 2 b/c)</p> <p>Capitalizes geographical names, holidays, historical periods, and titles of stories (CCSS L 2a) correctly</p> <p>Spells one-syllable words that have blends, contractions, compounds, orthographic patterns (doubling consonants, change y to <i>ies</i>), and common homophones correctly most of the time</p> <p>Forms and uses possessives correctly, when applicable (CCSS L 2d)</p> <p align="right">(3)</p>	<p>Meets all expectations set forth in (3)</p> <p>Uses coordinating conjunctions (and, but, or, yet, nor, so)</p> <p>Uses commas in direct quotations, and apostrophes in possessive case of nouns and in contractions when appropriate</p> <p>Uses underlining, quotation marks or italics to identify titles of documents when appropriate</p> <p>Capitalizes names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations when appropriate</p> <p>Consults reference materials, as needed to check and correct spelling (CCSS L 2)</p> <p align="right">(4)</p>

DIRECTIONS: Each section will be scored separately. You will need to enter 3 scores on Data Director. **NOTE:** Writing Rubric Proficiency levels are 1 – 4. 4 is considered Advanced, 3 is considered Proficient, 2 is considered Basic, and 1 is considered Below Basic. The writing rubric does not have a Far Below Basic level.

**WRITING RUBRIC GRADE-LEVEL STANDARDS
CC WS 2 INFORMATIVE – FOURTH GRADE**

	DOES NOT MEET (1)	ALMOST MEETS (2)	MEETS (3)	EXCEEDS (4)
INFORMATIVE	<p>Limited information on topic</p> <p>Includes little to no facts for focus</p> <p>No outside sources</p> <p align="right">(1)</p>	<p>Describes some aspects of topic, but lacks topic sentence</p> <p>Includes few facts & details for focus</p> <p>Supporting sentences are weak and/or unclear</p> <p>Draws information from one source</p> <p>Notes are not organized or not used</p> <p align="right">(2)</p>	<p>Paper introduces a topic clearly, and groups related information in paragraphs and sections, including headings (CCSS 2a)</p> <p>May contain illustrations, and multimedia, when useful to aiding comprehension (CCSS 2a)</p> <p>Develops the topic with facts, definitions, concrete details, quotations, or other information related to the topic (CCSS 2b)</p> <p>Links ideas within categories of information using words and phrases such as, <i>another, for example, also, and because, etc.</i>(CCSS 2c)</p> <p>Uses precise language and domain-specific vocabulary to inform or explain the topic (CCSS 2d)</p> <p>Provide a concluding statement or section related to the information or explanation presented (CCSS 2e)</p> <p>Uses multiple sources to gather information about the topic (internet, media, speakers, books, newspapers, and magazines) (CCSS 9)</p> <p>Notes are organized, used, and information is shared in own words (CCSS 8)</p> <p align="right">(3)</p>	<p>Meets all expectations set forth in (3)</p> <p>Contains illustrations and multimedia to aid comprehension</p> <p>Uses vivid and descriptive language that supports genre</p> <p>Provides a list of sources (CCSS 8)</p> <p align="right">(4)</p>
ORGANIZATION & FOCUS	<p>Disjointed ideas</p> <p>No evidence of rough draft, graphic organizer or notes</p> <p align="right">(1)</p>	<p>Includes simple supporting details that follow a logical order</p> <p>Rough draft, graphic organizer or notes are incomplete</p> <p align="right">(2)</p>	<p>Includes well-developed supporting facts and details</p> <p>Uses transition words to move the reader from one detail to the next with indentation</p> <p>Clearly planned writing with graphic organizer , rough draft or notes</p> <p>Document is neat and legible</p> <p align="right">(3)</p>	<p>Meets all expectations set forth in (3)</p> <p>Paper is well-developed with smooth transitions and indentations</p> <p align="right">(4)</p>
LANGUAGE CONVENTIONS	<p>Mostly run-on sentences</p> <p>Word order in sentences are incorrect</p> <p>No capitalization or punctuation</p> <p>Many misspelled words</p> <p align="right">(1)</p>	<p>Uses mostly simple sentences or run-on sentences</p> <p>Some errors in verb tense</p> <p>Missing commas before coordinating conjunction a compound sentence</p> <p>Quotation missing a comma or quotation marks</p> <p>Some capitalization errors</p> <p>First word of quotation not capitalized</p> <p>Some spelling errors in one-syllable words with blends, contractions, compounds, doubling consonants, change <i>y</i> to <i>ies</i>, and common homophones or homographs</p> <p align="right">(2)</p>	<p>Uses a variation of simple, compound, and complex sentences</p> <p>Produces complete sentences, recognizing and correcting fragments and run-ons (CCSS L 1g)</p> <p>Uses regular and irregular verbs, adverbs, prepositions or coordinating conjunctions correctly</p> <p>Uses a comma before a coordinating conjunction in a compound sentence (CCSS L2c)</p> <p>Uses commas and quotation marks to mark direct speech and quotations from a text (CCSS L 2b)</p> <p>Uses correct capitalization (titles of literary works, holidays, product names, geographic names, dates, names and titles of people, and the first word in quotations) when appropriate (CCSS L 2a)</p> <p>Spells grade-appropriate words correctly, consulting references as needed (CCSS L 2d)</p> <p align="right">(3)</p>	<p>Meets all expectations set forth in (3)</p> <p>Combines, short related sentences with appositives, participial phrases, adjectives, adverbs, or preposition phrases</p> <p>Uses verbs that are often misused (lie/lay, sit/set, rise/raise) correctly</p> <p>Uses a colon to introduce a list, when applicable</p> <p>Uses quotation marks around titles of poems, songs, and short stories</p> <p>Correctly uses frequently confused words (e.g., to, too, two; there, their) (CCSS L 1h)</p> <p align="right">(4)</p>

DIRECTIONS: Each section will be scored separately. You will need to enter 3 scores on Data Director. **NOTE:** Writing Rubric Proficiency levels are 1 – 4. 4 is considered Advanced, 3 is considered Proficient, 2 is considered Basic, and 1 is considered Below Basic. The writing rubric does not have a Far Below Basic level.

**WRITING RUBRIC GRADE-LEVEL STANDARDS
CC WS 3 NARRATIVE – FOURTH GRADE**

	DOES NOT MEET (1)	ALMOST MEETS (2)	MEETS (3)	EXCEEDS (4)
NARRATIVE	<p>Setting is not developed</p> <p>Author not identified</p> <p>Details about character or problem is missing</p> <p>Sequence of plot is difficult to follow</p> <p align="right">(1)</p>	<p>Setting mentioned, but not well-developed</p> <p>Lack one of the four basic parts of a narrative (setting, character, problem, solution)</p> <p>Plot is not sufficiently developed</p> <p>Solution (if appropriate) not transitioned smoothly</p> <p align="right">(2)</p>	<p>Paper develops real or imagined experiences or events</p> <p>Establishes a situation and introduces a narrator and/or characters (CCSS 3a)</p> <p>Sequence of events unfold naturally (CCSS 3a)</p> <p>Describes character, plot, problem, and solution with concrete sensory details (CCSS 3d)</p> <p>Uses dialogue and/or description to develop experiences and events or show the responses of characters to situations (CCSS 3b)</p> <p>Uses a variety of transitional words and phrases to manage the sequence of events (CCSS 3c)</p> <p>Uses concrete words and phrases, and sensory details to convey experiences and events precisely (CCSS 3d)</p> <p>Provides a conclusion that follows from the narrated experiences or events (CCSS 3e)</p> <p align="right">(3)</p>	<p>Meets all expectations set forth in (3)</p> <p>Vivid description of setting, plot, problem, and solution with numerous adjective, adverbs, and action verbs</p> <p>Gives some insight, either directly or indirectly, as to the significance of incident</p> <p align="right">(4)</p>
ORGANIZATION & FOCUS	<p>Disjointed ideas</p> <p>Facts or details are missing</p> <p>No evidence of rough draft, graphic organizer or notes</p> <p align="right">(1)</p>	<p>Includes some details</p> <p>Rough draft, graphic organizer or notes are incomplete</p> <p align="right">(2)</p>	<p>Includes well-developed supporting details</p> <p>Uses transition words to move the reader from one detail to the next with indentation</p> <p>Clearly planned writing with graphic organizer, rough draft or notes</p> <p>Writes neatly and legibly</p> <p align="right">(3)</p>	<p>Meets all expectations set forth in (3)</p> <p>Paper is well-developed with smooth transitions and indentations</p> <p>Concluding sentences wrap up smoothly</p> <p align="right">(4)</p>
LANGUAGE CONVENTIONS	<p>Mostly run-on sentences</p> <p>Word order in sentences are incorrect</p> <p>No capitalization or punctuation</p> <p>Many misspelled words</p> <p align="right">(1)</p>	<p>Uses mostly simple sentences or run-on sentences</p> <p>Some errors in verb tense</p> <p>Missing commas before coordinating conjunction a compound sentence</p> <p>Quotations missing a comma or quotation marks</p> <p>Some capitalization errors</p> <p>First word of quotation not capitalized</p> <p>Some spelling errors in one-syllable words with blends, contractions, compounds, doubling consonants, change y to ies), and common homophones or homographs</p> <p align="right">(2)</p>	<p>Uses a variation of simple, compound, and complex sentences</p> <p>Produces complete sentences, recognizing and correcting fragments and run-ons (CCSS L 1g)</p> <p>Uses regular and irregular verbs, adverbs, prepositions or coordinating conjunctions correctly</p> <p>Uses a comma before a coordinating conjunction in a compound sentence (CCSS L2c)</p> <p>Uses commas and quotation marks to mark direct speech and quotations from a text (CCSS L 2b)</p> <p>Uses correct capitalization (titles of literary works, holidays, product names, geographic names, dates, names and titles of people, and the first word in quotations) when appropriate (CCSS L 2a)</p> <p>Spells grade-appropriate words correctly, consulting references as needed (CCSS L 2d)</p> <p align="right">(3)</p>	<p>Meets all expectations set forth in (3)</p> <p>Combines, short related sentences with appositives, participial phrases, adjectives, adverbs, or preposition phrases</p> <p>Uses verbs that are often misused (lie/lay, sit/set, rise/raise) correctly</p> <p>Uses a colon to introduce a list, when applicable</p> <p>Uses quotation marks around titles of poems, songs, and short stories</p> <p>Correctly uses frequently confused words (e.g., to, too, two; there, their) (CCSS L 1h)</p> <p align="right">(4)</p>

DIRECTIONS: Each section will be scored separately. You will need to enter 3 scores on Data Director. **NOTE:** Writing Rubric Proficiency levels are 1 – 4. 4 is considered Advanced, 3 is considered Proficient, 2 is considered Basic, and 1 is considered Below Basic. The writing rubric does not have a Far Below Basic level.

**WRITING RUBRIC GRADE-LEVEL STANDARDS
CC WS 1 OPINION – FOURTH GRADE**

	DOES NOT MEET (1)	ALMOST MEETS (2)	MEETS (3)	EXCEEDS (4)
OPINION	<p>Limited information on topic</p> <p>Does not state opinion</p> <p>Includes little to no facts for focus</p> <p style="text-align: right;">(1)</p>	<p>Lacks topic sentence</p> <p>Opinion is not evident</p> <p>Supporting sentences are weak and/or unclear</p> <p style="text-align: right;">(2)</p>	<p>Begins paper with a clear topic sentence that states an opinion about a topic and/or text (CCSS 1a)</p> <p>Paper includes relevant and supporting sentences</p> <p>Organizational structure supports the writer’s purpose (CCSS 1a)</p> <p>Provides reasons that are supported by facts and details (CCSS 1b)</p> <p>Links opinion and reasons using words and phrases such as, <i>for instance, in order to, and in addition</i> (CCSS 1c)</p> <p>Uses multiple sources to gather information about the topic (internet, media, speakers, books, stories, newspapers, and magazines) if applicable (CCSS 9)</p> <p>Provides a concluding statement or section that is related to the opinion (CCSS 1d)</p> <p style="text-align: right;">(3)</p>	<p>Meets all expectations set forth in (3)</p> <p>Provides logically ordered reasons that are supported by facts and details</p> <p>Quotes from source to support opinion</p> <p>Uses vivid and descriptive language that supports genre</p> <p style="text-align: right;">(4)</p>
ORGANIZATION & FOCUS	<p>Disjointed ideas</p> <p>No evidence of rough draft, graphic organizer, or notes</p> <p style="text-align: right;">(1)</p>	<p>Includes simple supporting details that follow a logical order</p> <p>Rough draft, graphic organizer or notes are incomplete</p> <p style="text-align: right;">(2)</p>	<p>Includes well-developed supporting facts and details</p> <p>Uses transition words to move the reader from one detail to the next with indentation</p> <p>Clearly planned writing with graphic organizer, rough draft or notes</p> <p>Document is neat and legible</p> <p style="text-align: right;">(3)</p>	<p>Meets all expectations set forth in (3)</p> <p>Paper is well-developed with smooth transitions and indentations</p> <p style="text-align: right;">(4)</p>
LANGUAGE CONVENTIONS	<p>Mostly run-on sentences</p> <p>Word order in sentences are incorrect</p> <p>No capitalization or punctuation</p> <p>Many misspelled words</p> <p style="text-align: right;">(1)</p>	<p>Uses mostly simple sentences or run-on sentences</p> <p>Some errors in verb tense</p> <p>Missing commas before coordinating conjunction a compound sentence</p> <p>Quotations missing a comma or quotation marks</p> <p>Some capitalization errors</p> <p>First word of quotation not capitalized</p> <p>Some spelling errors in one-syllable words with blends, contractions, compounds, doubling consonants, change y to <i>ies</i>, and common homophones or homographs</p> <p style="text-align: right;">(2)</p>	<p>Uses a variation of simple, compound, and complex sentences</p> <p>Produces complete sentences, recognizing and correcting fragments and run-ons (CCSS L 1g)</p> <p>Uses regular and irregular verbs, adverbs, prepositions or coordinating conjunctions correctly</p> <p>Uses a comma before a coordinating conjunction in a compound sentence (CCSS L2c)</p> <p>Uses commas and quotation marks to mark direct speech and quotations from a text (CCSS L 2b)</p> <p>Uses correct capitalization (titles of literary works, holidays, product names, geographic names, dates, names and titles of people, and the first word in quotations) when appropriate (CCSS L 2a)</p> <p>Spells grade-appropriate words correctly, consulting references as needed (CCSS L 2d)</p> <p style="text-align: right;">(3)</p>	<p>Meets all expectations set forth in (3)</p> <p>Combines, short related sentences with appositives, participial phrases, adjectives, adverbs, or preposition phrases</p> <p>Uses verbs that are often misused (<i>lie/lay, sit/set, rise/raise</i>) correctly</p> <p>Uses a colon to introduce a list, when applicable</p> <p>Uses quotation marks around titles of poems, songs, and short stories</p> <p>Correctly uses frequently confused words (e.g., <i>to, too, two; there, their</i>) (CCSS L 1h)</p> <p style="text-align: right;">(4)</p>

DIRECTIONS: Each section will be scored separately. You will need to enter 3 scores on Data Director. **NOTE:** Writing Rubric Proficiency levels are 1 – 4. 4 is considered Advanced, 3 is considered Proficient, 2 is considered Basic, and 1 is considered Below Basic. The writing rubric does not have a Far Below Basic level.

**WRITING RUBRIC GRADE-LEVEL STANDARDS
CC WS 2 INFORMATIVE – FIFTH GRADE**

	DOES NOT MEET (1)	ALMOST MEETS (2)	MEETS (3)	EXCEEDS (4)
INFORMATIVE	<p>Limited information on topic Includes little to no facts for focus No outside sources</p> <p align="right">(1)</p>	<p>Describes some aspects of topic, but lacks topic sentence Includes few facts & details for focus Draws information from one source Notes are not organized or not used</p> <p align="right">(2)</p>	<p>Paper introduces a topic clearly, and provides a general observation and focus (CCSS 2a) Logically groups related information in paragraphs and sections, including headings (CCSS 2a) Contains illustrations, and/or multimedia, when useful to aiding comprehension (CCSS 2a) Develops the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic (CCSS 2b) Links ideas within categories of information using words, phrases, and clauses such as, <i>in contrast, also, in addition</i>, etc. (CCSS 2c) Uses precise language and domain-specific vocabulary to inform or explain the topic (CCSS 2d) Provide a concluding statement or section related to the information or explanation presented (CCSS 2d) Uses various sources to gather information about the topic (internet, media, speakers, books, newspapers, and magazines) (CCSS 9) Notes are organized, used, and information is shared in own words (CCSS 8) (3)</p>	<p>Meets all expectations set forth in (3) Demonstrates a clear understanding of topic Contains graphics (tables, chart, graphs) and multimedia to aid comprehension Uses vivid and descriptive language that support genre Provides a list of sources (CCSS 8)</p> <p align="right">(4)</p>
ORGANIZATION & FOCUS	<p>Disjointed ideas Organization not well planned No evidence of rough draft, graphic organizer or notes</p> <p align="right">(1)</p>	<p>Includes simple supporting details that follow a logical order Rough draft, graphic organizer or notes are incomplete</p> <p align="right">(2)</p>	<p>Includes well-developed supporting facts and details Uses transition words to move the reader from one detail to the next Clearly planned writing with graphic organizer, rough draft or notes Document is neat and legible</p> <p align="right">(3)</p>	<p>Meets all expectations set forth in (3) Paper is well-developed with smooth transitions and indentations</p> <p align="right">(4)</p>
LANGUAGE CONVENTIONS	<p>Mostly incomplete sentences Punctuation missing Capitalization missing Mostly misspelled words</p>	<p>Use mostly simple or run-on sentences Verbs are misused or inappropriate verb tense Subject/verb agreement errors Commas are missing from compound sentences Quotations are inappropriately punctuated Incorrect capitalization Many misspelled words</p> <p align="right">(2)</p>	<p>Uses a variation of simple, compound, and complex sentences Uses propositional phrases, appositives, dependent and independent clauses, and conjunctions to connect ideas correctly Uses verbs that are often misused (lie/lay, sit/set, rise/raise) correctly Uses commas in compound and complex sentences Uses commas for quotations, to separate an introductory element from the rest of the sentence (CCSS L 2b) Uses underlining, quotation marks, or italics to indicate titles of works when applicable (CCSS L 2d) Uses quotations marks around the exact words of a speaker and for quotations in a text Uses correct capitalization ((titles of literary works, holidays, product names, geographic names, dates, names of people, and the first word in quotations) when appropriate Spells grade-appropriate words correctly, consulting references as needed (CCSS L 2e) (3)</p>	<p>Meets all expectations set forth in (3) Uses compound-complex sentences Uses verb tense to convey various times, sequences, states, and conditions (CCSS L 1c) Corrects inappropriate shifts in verb tense (CCSS L 1d) Use correlative conjunctions (e.g., either/or, neither/nor) (CCSS L 1e) Uses a comma to set off the words <i>yes, no</i> and <i>thank you</i> and to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>) and to indicate direct address (e.g., <i>Is that you, Steve?</i>). (CCSS L 2c) Uses colons after the salutation in business letters, or to introduce a list, if applicable Uses semicolon to connect independent clauses (4)</p>

DIRECTIONS: Each section will be scored separately. You will need to enter 3 scores on Data Director. **NOTE:** Writing Rubric Proficiency levels are 1 – 4. 4 is considered Advanced, 3 is considered Proficient, 2 is considered Basic, and 1 is considered Below Basic. The writing rubric does not have a Far Below Basic level.

**WRITING RUBRIC GRADE-LEVEL STANDARDS
CC WS 3 NARRATIVE – FIFTH GRADE**

	DOES NOT MEET (1)	ALMOST MEETS (2)	MEETS (3)	EXCEEDS (4)
NARRATIVE	<p>Setting is not developed</p> <p>Author not identified</p> <p>Details about character or problem is missing</p> <p>Sequence of plot is difficult to follow</p> <p align="right">(1)</p>	<p>Setting mentioned, but not well-developed</p> <p>Lack one of the four basic parts of a narrative (setting, character, problem, solution)</p> <p>Plot is not sufficiently developed</p> <p>Solution (if appropriate) not transitioned smoothly</p> <p align="right">(2)</p>	<p>Paper develops real or imagined experiences or events (CCSS 3)</p> <p>Establishes a situation and introduces a narrator and/or characters (CCSS 3a)</p> <p>Sequence of events unfold naturally (CCSS 3a)</p> <p>Describes character, plot, problem and solution with concrete sensory details (CCSS 3d)</p> <p>Uses dialogue and/or description to develop experiences and events or show the responses of characters to situations (CCSS 3b)</p> <p>Uses a variety of transitional words, phrases and clauses to manage the sequence of events (CCSS 3c)</p> <p>Uses concrete words and phrases and sensory details to convey experiences and events precisely (CCSS 3d)</p> <p>Provides a conclusion that follows from the narrated experiences or events (CCSS 3e)</p> <p align="right">(3)</p>	<p>Meets all expectations set forth in (3)</p> <p>Uses vivid language to describe setting, plot, problem, and solution with numerous adjective, adverbs, and action verbs</p> <p>Gives some insight, either directly or indirectly, as to the significance of incident</p> <p align="right">(4)</p>
ORGANIZATION & FOCUS	<p>Disjointed ideas</p> <p>Facts or details are missing</p> <p>No evidence of graphic organizer, rough draft or notes</p> <p align="right">(1)</p>	<p>Includes some details</p> <p>Graphic organizer, rough draft or notes are incomplete</p> <p align="right">(2)</p>	<p>Includes well-developed supporting details</p> <p>Uses transition words to move the reader from one detail to the next</p> <p>Clearly planned writing with graphic organizer, rough draft or notes</p> <p>Documents is neat and legible</p> <p align="right">(3)</p>	<p>Meets all expectations set forth in (3)</p> <p>Paper is well-developed with smooth transitions and indentations</p> <p>Concluding sentences wrap up smoothly</p> <p align="right">(4)</p>
LANGUAGE CONVENTIONS	<p>Mostly incomplete sentences</p> <p>Punctuation missing</p> <p>Capitalization missing</p> <p>Mostly misspelled words</p> <p align="right">(1)</p>	<p>Use mostly simple or run-on sentences</p> <p>Verbs are misused or inappropriate verb tense</p> <p>Subject/verb agreement errors</p> <p>Commas are missing from compound sentences</p> <p>Quotations are inappropriately punctuated</p> <p>Incorrect capitalization</p> <p>Many misspelled words</p> <p align="right">(2)</p>	<p>Uses a variation of simple, compound, and complex sentences</p> <p>Uses propositional phrases, appositives, dependent and independent clauses, and conjunctions to connect ideas correctly</p> <p>Uses verbs that are often misused (lie/lay, sit/set, rise/raise) correctly</p> <p>Uses commas in compound and complex sentences</p> <p>Uses commas for quotations, to separate an introductory element from the rest of the sentence (CCSS L 2b)</p> <p>Uses underlining, quotation marks, or italics to indicate titles of works when applicable (CCSS L 2d)</p> <p>Uses quotations marks around the exact words of a speaker and for quotations in a text</p> <p>Uses correct capitalization ((titles of literary works, holidays, product names, geographic names, dates, names of people, and the first word in quotations) when appropriate</p> <p>Spells grade-appropriate words correctly, consulting references as needed (CCSS L 2e)</p> <p align="right">(3)</p>	<p>Meets all expectations set forth in (3)</p> <p>Uses compound-complex sentences</p> <p>Uses verb tense to convey various times, sequences, states, and conditions (CCSS L 1c)</p> <p>Corrects inappropriate shifts in verb tense (CCSS L 1d)</p> <p>Use correlative conjunctions (e.g., either/or, neither/nor) (CCSS L 1e)</p> <p>Uses a comma to set off the words <i>yes</i>, <i>no</i> and <i>thank you</i> and to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>) and to indicate direct address (e.g., <i>Is that you, Steve?</i>). (CCSS L 2c)</p> <p>Uses colons after the salutation in business letters, or to introduce a list, if applicable</p> <p>Uses semicolon to connect independent clauses</p> <p align="right">(4)</p>

DIRECTIONS: Each section will be scored separately. You will need to enter 3 scores on Data Director. **NOTE:** Writing Rubric Proficiency levels are 1 – 4. 4 is considered Advanced, 3 is considered Proficient, 2 is considered Basic, and 1 is considered Below Basic. The writing rubric does not have a Far Below Basic level.

**WRITING RUBRIC GRADE-LEVEL STANDARDS
CC WS 1 OPINION – FIFTH GRADE**

	DOES NOT MEET (1)	ALMOST MEETS (2)	MEETS (3)	EXCEEDS (4)
OPINION	<p>Limited information on topic</p> <p>Does not state opinion</p> <p>Includes little to no facts for focus</p> <p align="right">(1)</p>	<p>Lacks topic sentence</p> <p>Opinion is not evident</p> <p>Supporting sentences are unclear</p> <p align="right">(2)</p>	<p>Paper introduces a topic or text clearly, that states an opinion (CCSS 1a)</p> <p>Paper includes relevant and supporting sentences</p> <p>Organizational structure supports the writer’s purpose (CCSS 1a)</p> <p>Provides logically ordered reasons that are supported by facts and details (CCSS 1b)</p> <p>Links opinion and reasons using words, phrases, clauses such as, <i>consequently</i> and <i>specifically</i> (CCSS 1c)</p> <p>Uses various sources to gather information about the topic (internet, media, speakers, books, newspapers, magazines or stories) if applicable (CCSS 9)</p> <p>Provides a concluding statement or section that is related to the opinion (CCSS 1d)</p> <p align="right">(3)</p>	<p>Meets all expectations set forth in (3)</p> <p>Demonstrates a clear understanding of the topic</p> <p>Quotes from source to support opinion</p> <p>Uses vivid and descriptive language that support genre</p> <p align="right">(4)</p>
ORGANIZATION & FOCUS	<p>Disjointed ideas</p> <p>Organization not well planned</p> <p>No evidence of rough draft, graphic organizer or notes</p> <p align="right">(1)</p>	<p>Includes simple supporting details that follow a logical order</p> <p>Rough draft, graphic organizer or notes are incomplete</p> <p align="right">(2)</p>	<p>Includes well-developed supporting facts and details</p> <p>Uses transition words to move the reader from one detail to the next</p> <p>Clearly planned writing with graphic organizer, rough draft or notes</p> <p>Document is neat and legible</p> <p align="right">(3)</p>	<p>Meets all expectations set forth in (3)</p> <p>Paper is well-developed with smooth transitions and indentations</p> <p align="right">(4)</p>
LANGUAGE CONVENTIONS	<p>Mostly incomplete sentences</p> <p>Punctuation missing</p> <p>Capitalization missing</p> <p>Mostly misspelled words</p>	<p>Use mostly simple or run-on sentences</p> <p>Verbs are misused or inappropriate verb tense</p> <p>Subject/verb agreement errors</p> <p>Commas are missing from compound sentences</p> <p>Quotations are inappropriately punctuated</p> <p>Incorrect capitalization</p> <p>Many misspelled words</p>	<p>Uses a variation of simple, compound, and complex sentences</p> <p>Uses propositional phrases, appositives, dependent and independent clauses, and conjunctions to connect ideas correctly</p> <p>Uses verbs that are often misused (<i>lie/lay, sit/set, rise/raise</i>) correctly</p> <p>Uses commas in compound and complex sentences</p> <p>Uses commas for quotations, and to separate an introductory element from the rest of the sentence (CCSS L 2b)</p> <p>Uses underlining, quotation marks, or italics to indicate titles of works when applicable (CCSS L 2d)</p> <p>Uses quotation marks around the exact words of a speaker and for quotations in a text</p> <p>Uses correct capitalization ((titles of literary works, holidays, product names, geographic names, dates, names of people, and the first word in quotations) when appropriate</p> <p>Spells grade-appropriate words correctly, consulting references as needed (CCSS L 2e)</p> <p align="right">(3)</p>	<p>Meets all expectations set forth in (3)</p> <p>Uses compound-complex sentences</p> <p>Uses verb tense to convey various times, sequences, states, and conditions (CCSS L 1c)</p> <p>Corrects inappropriate shifts in verb tense (CCSS L 1d)</p> <p>Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>) (CCSS L 1e)</p> <p>Uses a comma to set off the words <i>yes, no</i> and <i>thank you</i> and to set off a tag question from the rest of the sentence (e.g., <i>It’s true, isn’t it?</i>) and to indicate direct address (e.g., <i>Is that you, Steve?</i>) (CCSS L 2c)</p> <p>Uses colons after the salutation in business letters, or to introduce a list, if applicable</p> <p>Uses semicolon to connect independent clauses</p> <p align="right">(4)</p>

DIRECTIONS: Each section will be scored separately. You will need to enter 3 scores on Data Director. **NOTE:** Writing Rubric Proficiency levels are 1 – 4. 4 is considered Advanced, 3 is considered Proficient, 2 is considered Basic, and 1 is considered Below Basic. The writing rubric does not have a Far Below Basic level.

**WRITING RUBRIC GRADE-LEVEL STANDARDS
CC WS 2 INFORMATIVE – SIXTH GRADE**

	DOES NOT MEET (1)	ALMOST MEETS (2)	MEETS (3)	EXCEEDS (4)
INFORMATIVE	<p>Limited information on topic</p> <p>Includes little to no facts for focus</p> <p>No outside sources</p> <p align="right">(1)</p>	<p>Describes some aspects of topic, but lacks topic sentence</p> <p>Includes few facts & details for focus</p> <p>Draws information from one source</p> <p>Notes are not organized or not used</p> <p align="right">(2)</p>	<p>Paper examines a topic and conveys ideas, concepts, and information through the selection, organizations and analysis of relevant content (CCSS 2)</p> <p>Introduces a topic clearly, organizes ideas, concepts and information using definitions, classifications, comparison/contrast, cause and effect (CCSS 2a)</p> <p>Includes headings, graphics (tables, charts, graphs), and/or multimedia, when useful to aiding comprehension (CCSS 2a)</p> <p>Develops the topic with relevant facts, definitions, concrete details, quotations, or other information and examples (CCSS 2b)</p> <p>Uses appropriate transitions to clarify the relationships among ideas and concepts (CCSS 2c)</p> <p>Uses precise language and domain-specific vocabulary to inform about or explain the topic (CCSS 2d)</p> <p>Provide a concluding statement or section that follows from the information or explanation presented (CCSS 2e)</p> <p>Uses various sources to gather information about the topic (internet, media, speakers, books, newspapers, and magazines)</p> <p>Notes are organized, used, and information is shared in own words</p> <p>Provides a list of sources</p> <p align="right">(3)</p>	<p>Meets all expectations set forth in (3)</p> <p>Introduces a topic clearly, and previews what is to follow</p> <p>Establishes and maintains a formal style</p> <p>Uses vivid and descriptive language that support genre</p> <p align="right">(4)</p>
ORGANIZATION & FOCUS	<p>Disjointed ideas</p> <p>Organization not well planned</p> <p>No evidence of graphic organizer, rough draft or notes</p> <p align="right">(1)</p>	<p>Includes simple supporting details that follow a logical order</p> <p>Graphic organizer, rough draft or notes are complete</p> <p align="right">(2)</p>	<p>Includes well-developed supporting facts and details</p> <p>Uses transition words to move the reader from one detail to the next</p> <p>Clearly planned writing with graphic organizer, rough draft or notes</p> <p>Document is neat and legible</p> <p align="right">(3)</p>	<p>Meets all expectations set forth in (3)</p> <p>Paper is well-developed with smooth transitions and indentations</p> <p align="right">(4)</p>
LANGUAGE CONVENTIONS	<p>Contains run-on sentences</p> <p>Contains many punctuation errors</p> <p>Contains many capitalization errors</p> <p>Contains many spelling errors</p> <p align="right">(1)</p>	<p>Contains some run-on sentences</p> <p>Uses some simple or compound sentences</p> <p>Uses propositional phrases, appositives, dependent and independent clauses, transitions or conjunctions incorrectly</p> <p>Uses verbs that are often misused (lie/lay, sit/set, rise/raise) incorrectly</p> <p>Uses a colon to introduce a list, when applicable</p> <p>Contains some punctuation errors</p> <p>Contains some capitalization errors</p> <p>Contains some spelling errors</p> <p align="right">(2)</p>	<p>Uses a variation of simple, compound, complex, and compound-complex sentences for meaning and interest (CCSS L 3a)</p> <p>Use effective coordination and subordination of ideas to express complete thoughts</p> <p>Uses indefinite pronouns and present perfect, past perfect, and future perfect verb tenses</p> <p>Ensures that verbs agree with compound subjects</p> <p>Uses colons after the salutation in business letters, and lists when applicable</p> <p>Uses semicolon to connect independent clauses, and commas when linking two clauses with a conjunction in compound sentences</p> <p>Uses correct capitalization</p> <p>Spells frequently misspelled words correctly (their, there, they're, by, buy, bye)</p> <p align="right">(3)</p>	<p>Meets all expectations set forth in (3)</p> <p>Ensures that pronouns are in the proper case (subjective, objective, or possessive). (CCSS 1a)</p> <p>Uses all pronouns, including intensive pronouns correctly (CCSS L 1b)</p> <p>Recognizes and corrects vague pronouns (i.e., ones with unclear or ambiguous antecedents) (CCSS L 1d)</p> <p>Uses correct punctuation (parentheses, dashes, hyphens or brackets) (CCSS L2a)</p> <p>Spells correctly (CCSS L 2b)</p> <p align="right">(4)</p>

DIRECTIONS: Each section will be scored separately. You will need to enter 3 scores on Data Director. **NOTE:** Writing Rubric Proficiency levels are 1 – 4. 4 is considered Advanced, 3 is considered Proficient, 2 is considered Basic, and 1 is considered Below Basic. The writing rubric does not have a Far Below Basic level.

**WRITING RUBRIC GRADE-LEVEL STANDARDS
CC WS 3 NARRATIVE – SIXTH GRADE**

	DOES NOT MEET (1)	ALMOST MEETS (2)	MEETS (3)	EXCEEDS (4)
NARRATIVE	<p>Setting is not developed</p> <p>Author not identified</p> <p>Details about character or problem is missing</p> <p>Sequence of plot is difficult to follow</p> <p align="right">(1)</p>	<p>Setting mentioned, but not well-developed</p> <p>Lack one of the four basic parts of a narrative (setting, character, problem, solution)</p> <p>Plot is not sufficiently developed</p> <p>Solution (if appropriate) not transitioned smoothly</p> <p align="right">(2)</p>	<p>Paper develops real or imagined experiences or events (CCSS 3)</p> <p>Uses effective techniques, relevant descriptive details, and well-structured event sequence (CCSS 3b)</p> <p>Establishes a context introducing a narrator and or characters (CCSS 3a)</p> <p>Event sequence unfolds naturally and logically (CCSS 3a)</p> <p>Uses dialogue, pacing, and description to develop experiences, events, and/or characters (CCSS 3b)</p> <p>Uses a variety of transition words, phrases and clauses to convey sequence and signal shifts from one time frame or setting to another (CCSS 3c)</p> <p>Uses precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events (CCSS 3d)</p> <p>Provides a conclusion that follows from the narrated experiences or events (CCSS 3e)</p> <p align="right">(3)</p>	<p>Meets all expectations set forth in (3)</p> <p>Uses vivid language to describe setting, plot, problem, and solution with numerous adjective, adverbs, and action verbs</p> <p>Gives some insight, either directly or indirectly, as to the significance of incident</p> <p>Establishes a point of view</p> <p align="right">(4)</p>
ORGANIZATION & FOCUS	<p>Disjointed ideas</p> <p>Facts or details are missing</p> <p>No evidence of graphic organizer, rough draft or notes</p> <p align="right">(1)</p>	<p>Includes some details</p> <p>Graphic organizer, rough draft or notes are incomplete</p> <p align="right">(2)</p>	<p>Includes well-developed supporting details</p> <p>Uses transition words to move the reader from one detail to the next</p> <p>Clearly planned writing with graphic organizer, rough draft or notes</p> <p>Documents is neat and legible</p> <p align="right">(3)</p>	<p>Meets all expectations set forth in (3)</p> <p>Paper is well-developed with smooth transitions and indentations</p> <p>Concluding sentences wrap up smoothly</p> <p align="right">(4)</p>
LANGUAGE CONVENTIONS	<p>Contains run-on sentences</p> <p>Contains many punctuation errors</p> <p>Contains many capitalization errors</p> <p>Contains many spelling errors</p> <p align="right">(1)</p>	<p>Contains some run-on sentences</p> <p>Uses some simple or compound sentences</p> <p>Uses propositional phrases, appositives, dependent and independent clauses, transitions or conjunctions incorrectly</p> <p>Uses verbs that are often misused (lie/lay, sit/set, rise/raise) incorrectly</p> <p>Uses a colon to introduce a list, when applicable</p> <p>Contains some punctuation errors</p> <p>Contains some capitalization errors</p> <p>Contains some spelling errors</p> <p align="right">(2)</p>	<p>Uses a variation of simple, compound, complex, and compound-complex sentences for meaning and interest (CCSS L 3a)</p> <p>Use effective coordination and subordination of ideas to express complete thoughts</p> <p>Uses indefinite pronouns and present perfect, past perfect, and future perfect verb tenses</p> <p>Ensures that verbs agree with compound subjects</p> <p>Uses colons after the salutation in business letters, and lists when applicable</p> <p>Uses semicolon to connect independent clauses, and commas when linking two clauses with a conjunction in compound sentences</p> <p>Uses correct capitalization</p> <p>Spells frequently misspelled words correctly (their, there, they're, by, buy, bye)</p> <p align="right">(3)</p>	<p>Meets all expectations set forth in (3)</p> <p>Ensures that pronouns are in the proper case (subjective, objective, or possessive). (CCSS 1a)</p> <p>Uses all pronouns, including intensive pronouns correctly (CCSS L 1b)</p> <p>Recognizes and corrects vague pronouns (i.e., ones with unclear or ambiguous antecedents) (CCSS L 1d)</p> <p>Uses correct punctuation (parentheses, dashes, hyphens or brackets) (CCSS L2a)</p> <p>Spells correctly (CCSS L 2b)</p> <p align="right">(4)</p>

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**WRITING RUBRIC GRADE-LEVEL STANDARDS
CC WS 1 ARGUMENT – SIXTH GRADE**

	DOES NOT MEET (1)	ALMOST MEETS (2)	MEETS (3)	EXCEEDS (4)
ARGUMENT	<p>Limited information on topic</p> <p>Does not state an argument</p> <p>Includes little to no facts for focus</p> <p align="right">(1)</p>	<p>Lacks topic sentence</p> <p>Argument is not evident</p> <p>Supporting sentences are unclear</p> <p align="right">(2)</p>	<p>Paper contains an argument that supports a claim or claims with clear reasons and relevant evidence (CCSS 1)</p> <p>Introduces claim or claims and organizes the reasons and evidence clearly (CCSS 1a)</p> <p>Demonstrating an understanding of the topic or text by supporting claims with clear reasons and relevant evidence (CCSS 1b)</p> <p>Uses words, phrases, and clauses to clarify the relationships among claims and reasons (CCSS 1b)</p> <p>Establishes and maintains a formal style (CCSS 1d)</p> <p>Uses various, credible sources to gather information about the topic (internet, media, speakers, books, newspapers, or magazines) if applicable (CCSS 9)</p> <p>Provides a concluding statement or section that follows from the argument presented (CCSS 1e)</p> <p align="right">(3)</p>	<p>Meets all expectations set forth in (3)</p> <p>Introduces claim or claims, acknowledges alternate or opposing claims and organizes the reasons and evidence logically</p> <p>Quotes from sources to support argument</p> <p>Uses vivid and descriptive language that support genre</p> <p align="right">(4)</p>
ORGANIZATION & FOCUS	<p>Disjointed ideas</p> <p>Organization not well planned</p> <p>No evidence of graphic organizer, rough draft or notes</p> <p align="right">(1)</p>	<p>Includes simple supporting details that follow a logical order</p> <p>Graphic organizer, rough draft or notes are incomplete</p> <p align="right">(2)</p>	<p>Includes well-developed supporting facts and details</p> <p>Uses transition words to move the reader from one detail to the next</p> <p>Clearly planned writing with graphic organizer, rough draft or notes</p> <p>Document is neat and legible</p> <p align="right">(3)</p>	<p>Meets all expectations set forth in (3)</p> <p>Paper is well-developed with smooth transitions and indentations</p> <p align="right">(4)</p>
LANGUAGE CONVENTIONS	<p>Contains many run-on sentences</p> <p>Contains many punctuation errors</p> <p>Contains many capitalization errors</p> <p>Contains many spelling errors</p> <p align="right">(1)</p>	<p>Contains some run-on sentences</p> <p>Uses mostly simple or compound sentences</p> <p>Uses propositional phrases, appositives, dependent and independent clauses, transitions or conjunctions incorrectly</p> <p>Uses verbs that are often misused (lie/lay, sit/set, rise/raise) incorrectly</p> <p>Contains some punctuation errors</p> <p>Contains some capitalization errors</p> <p>Contains some spelling errors</p> <p align="right">(2)</p>	<p>Uses a variation of simple, compound, complex, and compound-complex sentences for meaning and interest (CCSS L 3a)</p> <p>Use effective coordination and subordination of ideas to express complete thoughts</p> <p>Uses indefinite pronouns and present perfect, past perfect, and future perfect verb tenses correctly</p> <p>Ensures that verbs agree with compound subjects</p> <p>Uses colons after the salutation in business letters, and lists when applicable</p> <p>Uses semicolon to connect independent clauses</p> <p>Uses commas when linking two clauses with a conjunction in compound sentences</p> <p>Uses correct capitalization</p> <p>Spells frequently misspelled words correctly (their, there, they're, by, buy, bye)</p> <p align="right">(3)</p>	<p>Meets all expectations set forth in (3)</p> <p>Ensures that pronouns are in the proper case (subjective, objective, or possessive). (CCSS L 1a)</p> <p>Uses all pronouns, including intensive pronouns correctly (CCSS L 1b)</p> <p>Recognizes and corrects vague pronouns (i.e., ones with unclear or ambiguous antecedents (CCSS L 1d)</p> <p>Uses correct punctuation (parentheses, dashes, hyphens or brackets) (CCSS L2a)</p> <p>Spells correctly (CCSS L 2b)</p> <p align="right">(4)</p>

DIRECTIONS: Each section will be scored separately. You will need to enter 3 scores on Data Director. **NOTE:** Writing Rubric Proficiency levels are 1 – 4. 4 is considered Advanced, 3 is considered Proficient, 2 is considered Basic, and 1 is considered Below Basic. The writing rubric does not have a Far Below Basic level.