

		Pre	K	K	K	1	1 and 2	2	2 and 3	3	4	4
		Pre	1	2	3	4	5	6	7	8	9	10
Topic	Topic	Makes attempts at dictating and/or drawing about a familiar topic but is unable to communicate it to reader or self.	Uses a combination of drawing and dictation about a familiar topic. Drawing and oral sentences may be incomplete or underdeveloped.	Attempts to address a familiar prompt/topic in written and pictorial form, though the reader may or may not need the writer's help to work through the piece.	Fully addresses a familiar singular prompt/topic or fully addresses only one part of a multipart prompt/topic in written form. May not include a topic sentence.	Fully addresses a familiar singular prompt or multiple (but not all) parts of a multipart prompt in written form. Topic sentence may parrot the prompt or be an opinion.	Topic sentence clearly addresses the prompt. May list main ideas if listed in prompt, and may also include extraneous information or not encompass the full breadth of information.	Topic sentence fully addresses the prompt and clearly conveys the full breadth of information, and may list main ideas. Topic sentence uses original words and is in third person.	Topic sentence fully addresses the prompt and attempts to list developed main ideas. Clearly conveys the full breadth of information. Topic sentence is in third person.	Topic sentence fully addresses the prompt, lists developed main ideas, and clearly conveys the full breadth of information. Topic sentence is in third person.	Focused topic sentence that fully addresses the prompt, lists focused, developed main ideas, and clearly conveys the full breadth of information. Topic sentence is in third person.	Focused topic sentence that fully addresses the prompt, lists original, distinct, developed main ideas, and clearly conveys the full breadth of information. Topic sentence is in third person.
Ideas	Quality	Attempts to explain ideas, though explanations are not relevant to the task/ topic. Drawing and writing does not represent task/topic.	Uses a combination of drawing and dictation to include at least one idea that supports the task or topic. Writing includes pictures and attempts at writing words, though written words may be irrelevant or in letterstrings.	Uses a combination of drawing and writing to include two or more ideas that support the task or topic. Writing includes some clear pictures and attempts at writing relevant words in sentences.	Writes multiple ideas that relate to the task/topic. Writing includes clear pictures and corresponding full sentences.	Writes more than one idea that relate to task/topic and attempts to elaborate.	Some ideas show basic understanding of the text/topic through multiple attempts at elaboration. Though attempts at elaboration may not directly support the main idea or may include misunderstanding s.	Ideas show basic understanding of the text/topic and most are appropriately elaborated upon.	All ideas show understanding of the text/topic and are elaborated upon in a way that effectively supports the main idea.	Ideas show basic, literal understanding of a grade-level text/content and the task. May attempt to show critical thinking on ideas, but ideas may not be relevant or fully developed.	Almost all ideas show basic, literal understanding of a grade-level text/content and the task. Some ideas show critical thinking.	Ideas show basic literal understanding of a grade-level text/content and the task. Several ideas show relevant critical thinking.
Organization	Structure	May attempt to orally share information, though ideas are unclear to the writer. Does not attempt words or letters in writing.	Attempts to write in sentences, though sentences may not be linear. Attempts to "read" their work by pointing to their words and/or letter strings.	Writing attempts a beginning, middle, and end, though one or more of these parts may be underdeveloped or missing.	Able to write a clear beginning, middle, and end, though one of these parts may be underdeveloped . Writing also includes several ideas related to a topic in a more developed middle.	Writes a clear beginning, middle, and end in which most ideas and information related to each other are grouped together.	Paragraphs are absent, though all ideas and information related to each other are grouped together.	Groups related ideas and information logically through attempts at separate paragraphs for each idea.	Groups related ideas and information logically in separate paragraphs. Provides a concluding statement or section that connects to the topic.	Groups related ideas and information logically. Organizes ideas into separate and focused body paragraphs. Provides a concluding statement or section that connects to the main ideas. Includes effective illustrations when prompted to aid in comprehension.	Groups related ideas and information logically. Organizes ideas into separate and focused body paragraphs in a logical sequence. Mostly has a reasonable essay structure. Provides a concluding statement or section that connects to the main ideas without restating them. Includes effective illustrations and multimedia when prompted to aid in comprehension.	Groups related ideas and information logically. Organizes ideas into separate, focused, and distinct body paragraphs in a logical sequence. Has a reasonable essay structure. Provides a concluding statement or section that connects to the main ideas without restating them. Includes effective illustrations and multimedia when prompted to aid in comprehension.
Organization	Flow	May use basic words to orally tell a story.	Attempts to orally explain with some semblance of order. Writing may include transition words, though their purpose may not be clear to the writer.	Attempts to use transitional words.	Uses some transition words to link ideas.	Uses a variety of transition words to intentionally link ideas.	Uses transition words to attempt to clarify relationships between topics and details.	Correctly uses some transition words to clarify relationships among topics and details.	Uses larger transition words and phrases to connect ideas; most are used correctly.	Correctly uses transition words and phrases to connect ideas within categories of information.	Uses mostly appropriate words, phrases, and clauses to create cohesion and clarify the relationship among sub-topics and evidence chunks. There are some awkward or stilted transitions between ideas.	Uses appropriate words, phrases, and clauses to create cohesion and clarify the relationship among sub-topics and evidence chunks. Limited awkward or stilted transitions between ideas.

		Pre	1	2	3	4	5	6	7	8	9	10
Framing and Contextualization	Framing and Contextualization	Makes no attempt to frame the writing. Writer may be unsure of the purpose of the piece.	Frames the purpose of the writing by including a title.	Frame purpose of the writing by including a title and attempting a hook.	Appropriately frames the purpose of the writing by including an original title and appropriate hook or introduction.	Appropriately frames the purpose of the writing by including an original title, an effective hook, and introduction.	Appropriately frames the purpose of the writing by including an original title, effective hook that includes elaboration, and introduction.	Attempts to prepare reader for the text by including techniques to frame the piece and at least one piece of background information.	Appropriately prepares reader for text. Provides clear and relevant background knowledge to frame text and/or topic.	Appropriately prepares reader for text. Provides some framing about the texts and the content while using multiple sources. May be rough or missing in places.	Provides general framing about the texts and the content while using multiple sources.	Provides general framing about the texts and the content while using multiple sources. Attempts to provide necessary context to some evidence although it may be rough or missing in some places
Selection	Selection	Information is unclear to the writer and may not support prompt.	Writer knows topic and chooses at least one piece of information that relates to the topic. Information may be demonstrated through drawing and/or attempts at sentences.	Some information selected is connected to the topic. At least one piece of information is evident in writing.	Most pieces of information selected are connected to the topic and are evident in writing.	Examples are relevant to the topic. May have some inaccuracies.	Most examples selected are connected to the main idea. May use evidence from provided sources, but may be copied directly. Information is accurate.	All examples selected are connected to the main idea and are accurate. May use evidence from provided sources, but may be copied directly.	Evidence mostly supports main ideas. Writer makes 1-2 attempts at paraphrasing when applicable.	All evidence supports main ideas. Evidence is adequate in amount and, when applicable, drawn from multiple sources. Writer makes multiple attempts at paraphrasing.	Most evidence strongly supports main idea. Evidence is adequate in amount and when applicable, drawn from multiple sources. Writer accurately paraphrases and may attempt to quote information.	All evidence selected strongly supports main idea. Evidence is adequate in amount and when applicable, drawn from multiple sources. Writer uses variety of direct quotations and paraphrasing.
Explanation	Explanation	May or may not provide information related to topic.	Information provided is superficial and does not describe or elaborate.	Includes at least one detail that describes/supports information.	Expands at least two pieces of information by including details that describe each one.	Attempts to provide elaboration of some evidence, but explanation may lack clarity.	Elaborates by expanding two or more pieces of evidence using supporting sentences.	Provides accurate explanation of some evidence.	Provides accurate explanation of most evidence.	Explains evidence as needed, attempting to use facts and definitions when necessary. Any attempts to analyze the evidence mainly fall short of supporting the sub-topic.	Most evidence is clarified and explained as needed, and uses facts and definitions correctly when necessary. If attempt to analyze evidence is made, it is mostly accurate and helps to explain the sub-topic.	All evidence is clarified or explained as needed. Multiple attempts to further clarify evidence are given, using facts and definitions when applicable. Attempts to analyze evidence to show how evidence connects to sub-topic.

			Pre	1	2	3	4	5	6	7	8	9	10
Language	Sentence Fluency	Sentence Fluency	Sentences are not present	Labels pictures. May attempt simple sentences.	Writes some complete simple sentences.	Writes many complete simple sentences. May attempt to write compound sentences.	Writes many simple and compound sentences independently. Includes different types of sentences. May include some incomplete sentences.	Writes a variety of simple and compound sentences. Almost all are complete. Some sentences may be difficult to read aloud due to chopiness.	Writes an appropriate number of both simple and compound sentences. Makes mostly correct choices when deciding to use one type or another. Almost all sentences are complete.	All simple and compound sentences are correct. Attempts to use complex sentences but may be inaccurate. These attempts may result in chopiness. Sentence beginnings are appropriate but mainly generic.	Almost all sentences are complete. Includes a variety of sentence types. When read aloud, there are few awkward/stilted moments. Sentence beginnings may vary slightly, but are mostly generic and repetitive. Includes more than one correctly-used complex sentences.	The frequent use of complete simple and compound sentences creates fluency. Sentence beginnings vary yet may be mostly routine/generic. Most complex sentences are free of obvious fragments and run-ons.	Sentences are varied in length and structure naturally and intentionally. All are easy to read aloud. Sentence beginnings vary and have originality. No run-ons or fragments.
	Word Choice	Word Choice	Pictures are present--no words	Labels pictures.	Uses many nouns and verbs correctly.	Uses frequently occurring nouns, verbs, and prepositions correctly.	Uses proper nouns and adjectives correctly in writing. When appropriate, attempts to use verbs to show past, present, and future, but may not always do so correctly.	Uses a variety of parts of speech, including adjectives, conjunctions, articles, and prepositions. When appropriate, uses verbs to correctly convey a sense of past, present, and future.	Uses a variety of parts of speech including adverbs, irregular plural nouns, reflexive pronouns, and past tense verbs when appropriate. Attempts to use academic or domain specific vocabulary.	Uses general academic and domain specific language. Attempts to use words and phrases for effect, but may not always be appropriate.	Uses general academic and domain specific language. Chooses words and phrases for effect. May use abstract nouns accurately.	Mostly uses formal English when appropriate. Uses academic, sophisticated vocabulary accurately. Attempts to use figurative language to enhance meaning with limited success.	Words and phrases convey ideas precisely. Uses formal English when appropriate. Use academic, sophisticated vocabulary, or figurative language to enhance meaning, which may occasionally result in overuse or misuse of words.
	Conventions	Conventions	May include an attempt to write letters.	Puts a space between most words or attempts at words. May capitalize letters within words. May experiment with uppercase and lowercase letters, as well as, different forms of punctuation.	Capitalizes the first word of most sentences. Limited capitalization within words.	Only capitalizes letters that are needed, including the first word of sentences and the pronoun I. Most sentences have end punctuation.	Capitalizes many names and dates. Almost all sentences have end punctuation. When applicable attempts to use commas correctly in dates and series, but may not do so correctly.	Uses correct end punctuation for almost all sentences. Capitalizes almost all names and dates. Uses commas correctly in dates and items in a series.	Capitalizes most proper nouns. Uses correct end punctuation for all sentences. Commas are used correctly in dates and items in a series.	Capitalizes all proper nouns. Attempts to use quotation marks to signify dialogue. Commas are used correctly in dates, letters, and items in a series. Apostrophes are used correctly in contractions. Most subjects and verbs agree.	Simple and compound sentences are punctuated correctly. All subjects and verbs agree. Apostrophes are used correctly in possessives. Capitalization is used correctly, including titles. Commas and quotation marks are used correctly in dialogue.	Some complex sentences are punctuated correctly. All simple and compound sentences are punctuated correctly. Quotations are punctuated correctly. All subjects and verbs agree. Capitalization is used correctly.	All sentences and quotations are punctuated correctly, and all verbs are in a consistent tense. Subjects and verbs agree as well. Capitalization is used correctly.
	Spelling	Spelling	Pictures are present--no words	Attempts at words include phonetic spelling. The majority of words may be in letter strings or include only the first sound.	Most words are spelled phonetically. Some word wall words are spelled correctly.	All word wall words are spelled correctly. Reader does not need writer to explain phonetically spelled words.	All word wall words are spelled correctly. Some frequently occurring irregular words are spelled correctly.	Uses correctly spelling for words with common spelling and frequently occurring irregular words. Spells untaught advanced words phonetically.	Almost all frequently occurring words (regular and irregular) are spelled correctly. Attempts to consult reference materials to check their spelling.	Any spelling mistakes are phonetic and do not inhibit comprehension. May consult reference materials to check and correct spelling. Can independently use reference materials to check their spelling.	Spelling is almost always correct and does not inhibit comprehension. Almost all words from the text and prompt are spelled correctly. May independently consult a dictionary to check spelling.	Spelling is almost always correct. Most homophones are spelled correctly and all words from prompt/text are spelled correctly.	Spelling is almost always correct, including homophones and words from the prompt/text.

