

Conventions Growth Chart

Standard	K	1st	2nd	3rd	4th	5th
LC15.1	<ul style="list-style-type: none"> print upper/lower-case letters use nouns/ verbs form plural nouns use question words use prepositions produce & expand complete sentences in shared activity 	<ul style="list-style-type: none"> use common possessive nouns use singular/ plural nouns/ verbs use personal possessive and indefinite pronouns use verbs-past, present, future use adjectives use conjunctions- and, but, or, so, because use articles produce simple & compound sentences 	<ul style="list-style-type: none"> use collective nouns form & use irregular plural nouns use reflexive pronouns (myself) form & use irregular verbs (told, hid) use adverbs produce, expand, & re-arrange simple & compound sentences 	<ul style="list-style-type: none"> explain function of nouns, pronouns, verbs, adjectives & adverbs in general & function in sentences use abstract nouns form & use simple verb tenses ensure subject-verb, pronoun-antecedent agreement form & use comparative & superlative adjective/ adverb use coordinating subordinating conjunction produce simple, compound, and complex sentences 	<ul style="list-style-type: none"> use relative pronouns (who, whom) & relative adverbs (where, when, why) form & use progressive verb tenses (was walking, am walking, I will be walking) use model auxiliaries (can, may, must) order adjectives form & use prepositional phrases recognize & correct sentence fragments & run-ons correct use of frequently confused words (to, too, two) 	<ul style="list-style-type: none"> explain function of conjunctions, prepositions, & interjections form & use perfect tense (had walked, have walked, will have walked) recognize & correct inappropriate shifts in tense use correlative conjunctions (either, or)
LC15.2	<ul style="list-style-type: none"> capitalize 1st word of a sentence & I recognize & name end punctuation write a letter for most consonants and short vowel sounds, & spell simple words phonetically 	<ul style="list-style-type: none"> capitalize dates & names of people use end punctuation use commas in dates & words in a series use conventional spelling--common spelling patterns & irregular (sight) words spell untaught words phonetically 	<ul style="list-style-type: none"> capitalize holidays, product names, & geographic names use commas in greetings & closings of letters use apostrophe-contractions & possessives generalize learned spelling patterns consult reference materials 	<ul style="list-style-type: none"> capitalize titles use commas in addresses form & use possessives use conventional spelling of high frequency words & adding suffixes to base words use & generalize spelling patterns 	<ul style="list-style-type: none"> use commas & quotation marks use comma--in compound sentences spell grade appropriate words 	<ul style="list-style-type: none"> use punctuation to separate items in a series use commas to separate introductory element use comma to set off yes, no; a tag (It's true, isn't it?) and to indicate direct address (Thank you, Steve.) use underlining, quotation marks, or italics--titles

Writing Types Growth Chart

Standard	K	1st	2nd	3rd	4th	5th
W.C9.3 Narrative	<ul style="list-style-type: none"> events in order reaction 	<ul style="list-style-type: none"> some details transition closure 	<ul style="list-style-type: none"> describe actions, thoughts, feelings 	<ul style="list-style-type: none"> real or imagined situations character dialogue 	<ul style="list-style-type: none"> use concrete words, phrases sensory details events conclusion 	<ul style="list-style-type: none"> phrases, clauses
W.C9.1 Opinion	<ul style="list-style-type: none"> topic or name of book state opinion 	<ul style="list-style-type: none"> supply reason closure 	<ul style="list-style-type: none"> reasons linking words conclusion statement or section 	<ul style="list-style-type: none"> create structure 	<ul style="list-style-type: none"> group related ideas support reasons with facts, details 	<ul style="list-style-type: none"> logically ordered reasons linking words, phrases, clauses
W.C9.2 Informational	<ul style="list-style-type: none"> name topic some information 	<ul style="list-style-type: none"> facts closure 	<ul style="list-style-type: none"> definitions to develop points concluding statement or section 	<ul style="list-style-type: none"> group related information include illustrations, details linking words & phrases 	<ul style="list-style-type: none"> paragraphs headings multi-media quotations examples precise language domain-specific vocabulary 	<ul style="list-style-type: none"> provide general observation and focus

4 Point Writing Rubric for Kindergarten

Score	4	3	2	1
Letter Formation	Forms all letters correctly within a given space.	Forms letters within a given space	Forms most letters correctly.	Forms some letters correctly.
Score	4	3	2	1
Capital letter, punctuation, and spacing between words.	Capitalizes first letter and any proper nouns. Punctuation at the end of the sentence.	Capitalizes first letter of the sentence and has punctuation.	Capitalizes first letter at the beginning of the sentence.	Capitalizes not only the first letter but also has other capital letters in words such as in the middle.
Score	4	3	2	1
Uses phonetic spelling in words.	Uses phonetic spelling by writing beginning, middle, and ending letters as well as blends in words. (CCVC)	Uses phonetic spelling by correctly writing the beginning, middle, and ending letters in words. (CVC)	Uses phonetic spelling by correctly writing the beginning and ending letters in words.	Uses phonetic spelling by correctly writing the beginning letter in words.
Score	4	3	2	1
Does the sentence make sense?	Independently writes a sentence with five or more words.	Independently writes a sentence with three to four words.	Correctly copies a sentence and fills in the blank with their own word.	Correctly copies a sentence.

1st 2nd

List 115. RUBRICS FOR WRITING—PRIMARY

Even very young writers need feedback in order to understand their writing strengths and the areas in which they can improve. "Good job" or "You can do better" do not provide enough information to enable them to focus on important aspects of good writing. Be sure to show students examples of work at each level and discuss them, so they can develop self-monitoring skills.

Name			Date		
	Beginning 1	Developing 2	Accomplished 3	Exemplary 4	Score
Topic	Key word(s) near beginning	Main idea or topic in first sentence	Good main idea or topic sentence	Interesting, well-stated main idea/topic sentence	
Words	Related words or ideas mentioned	Some key words or related ideas included as details with meaning	Key related words and ideas used as details with meaning	Key related words and ideas used correctly; defined for reader; interesting choices of words	
Order	Ideas not ordered	Some order of main idea + details or sequence	Main idea + details or sequential, as appropriate	Good flow of ideas from topic sentence + details or sequence	
Sentences	Sentence fragments	Mostly complete sentences	Complete sentences	Complete sentences; variety	
Punctuation	Some punctuation	Most sentences have punctuation	Correct punctuation	Correct punctuation and variety	
Capital Letters	Upper and lower case not distinguished	Uses upper and lower case	Begins sentences with upper case	Correct use of case for beginning of sentence, names, etc.	
Spelling	Many spelling errors	Some spelling errors	Few spelling errors	No spelling errors	
Handwriting	Hard to read; not well formed	Mostly legible	Well-formed letters	Neat, easy to read, well formed	

**4-Point
Narrative
Performance Task Writing Rubric (Grades 3–8)**

Score	4	3	2	1	NS
Purpose/Organization	<p>The organization of the narrative, real or imagined, is fully sustained and the focus is clear and maintained throughout:</p> <ul style="list-style-type: none"> • an effective plot helps to create a sense of unity and completeness • effectively establishes and maintains setting, develops narrator/characters, and maintains point of view* • consistent use of a variety of transitional strategies to clarify the relationships between and among ideas; strong connection between and among ideas • natural, logical sequence of events from beginning to end • effective opening and closure for audience and purpose 	<p>The organization of the narrative, real or imagined, is adequately sustained, and the focus is adequate and generally maintained:</p> <ul style="list-style-type: none"> • an evident plot helps to create a sense of unity and completeness, though there may be minor flaws and some ideas may be loosely connected • adequately maintains a setting, develops narrator/characters, and/or maintains point of view* • adequate use of a variety of transitional strategies to clarify the relationships between and among ideas • adequate sequence of events from beginning to end • adequate opening and closure for audience and purpose 	<p>The organization of the narrative, real or imagined, is somewhat sustained and may have an uneven focus:</p> <ul style="list-style-type: none"> • there may be an inconsistent plot, and/or flaws may be evident • unevenly or minimally maintains a setting, develops narrator and/or characters, and/or maintains point of view* • uneven use of appropriate transitional strategies and/or little variety • weak or uneven sequence of events • opening and closure, if present, are weak 	<p>The organization of the narrative, real or imagined, may be maintained but may provide little or no focus:</p> <ul style="list-style-type: none"> • there is little or no discernible plot or there may just be a series of events • may be brief or there is little to no attempt to establish a setting, narrator and/or characters, and/or point of view* • few or no appropriate transitional strategies may be evident • little or no organization of an event sequence; frequent extraneous ideas and/or a major drift may be evident • opening and/or closure may be missing 	<ul style="list-style-type: none"> • Unintelligible • In a language other than English • Off-topic • Copied text • Off-purpose

*point of view begins at grade 7

2-Point Narrative Performance Task Writing Rubric (Grades 3-11)				
Score	2	1	0	NS
Conventions	<p>The response demonstrates an adequate command of conventions:</p> <ul style="list-style-type: none"> adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling 	<p>The response demonstrates a partial command of conventions:</p> <ul style="list-style-type: none"> limited use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling 	<p>The response demonstrates little or no command of conventions:</p> <ul style="list-style-type: none"> infrequent use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling 	<ul style="list-style-type: none"> Unintelligible In a language other than English Off-topic Copied text <p>(Off-purpose responses will still receive a score in Conventions.)</p>

Holistic Scoring:

- **Variety:** A range of errors includes formation, punctuation, capitalization, grammar usage, and spelling
- **Severity:** Basic errors are more heavily weighted than higher-level errors.
- **Density:** The proportion of errors to the amount of writing done well. This includes the ratio of errors to the length of the piece.

**4-Point
Opinion**

Performance Task Writing Rubric (Grades 3-5)

Score	4	3	2	1	NS
Purpose/Organization	<p>The response has a clear and effective organizational structure, creating a sense of unity and completeness. The response is fully sustained and consistently and purposefully focused:</p> <ul style="list-style-type: none"> opinion is introduced, clearly communicated, and the focus is strongly maintained for the purpose, audience, and task consistent use of a variety of transitional strategies to clarify the relationships between and among ideas effective introduction and conclusion logical progression of ideas from beginning to end; strong connections between and among ideas with some syntactic variety 	<p>The response has an evident organizational structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected. The response is adequately sustained and generally focused:</p> <ul style="list-style-type: none"> opinion is clear, and the focus is mostly maintained for the purpose, audience, and task adequate use of transitional strategies with some variety to clarify relationships between and among ideas adequate introduction and conclusion adequate progression of ideas from beginning to end; adequate connections between and among ideas 	<p>The response has an inconsistent organizational structure, and flaws are evident. The response is somewhat sustained and may have a minor drift in focus:</p> <ul style="list-style-type: none"> opinion may be somewhat unclear, or the focus may be insufficiently sustained for the purpose, audience, and task inconsistent use of transitional strategies and/or little variety introduction or conclusion, if present, may be weak uneven progression of ideas from beginning to end; and/or formulaic; inconsistent or unclear connections between and among ideas 	<p>The response has little or no discernible organizational structure. The response may be related to the opinion but may provide little or no focus:</p> <ul style="list-style-type: none"> opinion may be confusing or ambiguous; response may be too brief or the focus may drift from the purpose, audience, or task few or no transitional strategies are evident introduction and/or conclusion may be missing frequent extraneous ideas may be evident; ideas may be randomly ordered or have an unclear progression 	<ul style="list-style-type: none"> Unintelligible In a language other than English Off-topic Copied text Off-purpose

4-Point Opinion Performance Task Writing Rubric (Grades 3–5)					
Score	4	3	2	1	NS
Evidence/Elaboration	<p>The response provides thorough and convincing support/evidence for the opinion and supporting idea(s) that includes the effective use of sources, facts, and details. The response clearly and effectively expresses ideas, using precise language:</p> <ul style="list-style-type: none"> comprehensive evidence from sources is integrated; references are relevant and specific effective use of a variety of elaborative techniques* vocabulary is clearly appropriate for the audience and purpose effective, appropriate style enhances content 	<p>The response provides adequate support/evidence for the opinion and supporting idea(s) that includes the use of sources, facts, and details. The response adequately expresses ideas, employing a mix of precise with more general language:</p> <ul style="list-style-type: none"> adequate evidence from sources is integrated; some references may be general adequate use of some elaborative techniques vocabulary is generally appropriate for the audience and purpose generally appropriate style is evident 	<p>The response provides uneven, cursory support/evidence for the opinion and supporting idea(s) that includes partial or uneven use of sources, facts, and details. The response expresses ideas unevenly, using simplistic language:</p> <ul style="list-style-type: none"> some evidence from sources may be weakly integrated, imprecise, or repetitive; references may be vague weak or uneven use of elaborative techniques; development may consist primarily of source summary vocabulary use is uneven or somewhat ineffective for the audience and purpose inconsistent or weak attempt to create appropriate style 	<p>The response provides minimal support/evidence for the opinion and supporting idea(s) that includes little or no use of sources, facts, and details. The response's expression of ideas is vague, lacks clarity, or is confusing:</p> <ul style="list-style-type: none"> evidence from the source material is minimal or irrelevant; references may be absent or incorrectly used minimal, if any, use of elaborative techniques vocabulary is limited or ineffective for the audience and purpose little or no evidence of appropriate style 	<ul style="list-style-type: none"> Unintelligible In a language other than English Off-topic Copied text Off-purpose

*Elaborative techniques may include the use of personal experiences that support the opinion.

2-Point Opinion Performance Task Writing Rubric (Grades 3–5)				
Score	2	1	0	NS
Conventions	<p>The response demonstrates an adequate command of conventions:</p> <ul style="list-style-type: none"> adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling 	<p>The response demonstrates a partial command of conventions:</p> <ul style="list-style-type: none"> limited use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling 	<p>The response demonstrates little or no command of conventions:</p> <ul style="list-style-type: none"> infrequent use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling 	<ul style="list-style-type: none"> Unintelligible In a language other than English Off-topic Copied text <p>(Off-purpose responses will still receive a score in Conventions.)</p>

Holistic Scoring:

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- Severity:** Basic errors are more heavily weighted than higher-level errors.
- Density:** The proportion of errors to the amount of writing done well. This includes the ratio of errors to the length of the piece.

**4-Point
Informative-Explanatory
Performance Task Writing Rubric (Grades 3-5)**

Score	4	3	2	1	NS
Purpose/Organization	<p>The response has a clear and effective organizational structure, creating a sense of unity and completeness. The response is fully sustained, and consistently and purposefully focused:</p> <ul style="list-style-type: none"> controlling or main idea of a topic is clearly communicated, and the focus is strongly maintained for the purpose, audience, and task consistent use of a variety of transitional strategies to clarify the relationships between and among ideas effective introduction and conclusion logical progression of ideas from beginning to end; strong connections between and among ideas with some syntactic variety 	<p>The response has an evident organizational structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected. The response is adequately sustained and generally focused:</p> <ul style="list-style-type: none"> controlling or main idea of a topic is clear, and the focus is mostly maintained for the purpose, audience, and task adequate use of transitional strategies with some variety to clarify the relationships between and among ideas adequate introduction and conclusion adequate progression of ideas from beginning to end; adequate connections between and among ideas 	<p>The response has an inconsistent organizational structure, and flaws are evident. The response is somewhat sustained and may have a minor drift in focus:</p> <ul style="list-style-type: none"> controlling or main idea of a topic may be somewhat unclear, or the focus may be insufficiently sustained for the purpose, audience, and task inconsistent use of transitional strategies and/or little variety introduction or conclusion, if present, may be weak uneven progression of ideas from beginning to end; and/or formulaic; inconsistent or unclear connections between and among ideas 	<p>The response has little or no discernible organizational structure. The response may be related to the topic but may provide little or no focus:</p> <ul style="list-style-type: none"> controlling or main idea may be confusing or ambiguous; response may be too brief or the focus may drift from the purpose, audience, or task few or no transitional strategies are evident introduction and/or conclusion may be missing frequent extraneous ideas may be evident; ideas may be randomly ordered or have an unclear progression 	<ul style="list-style-type: none"> Unintelligible In a language other than English Off-topic Copied text Off-purpose

**4-Point
Informative-Explanatory
Performance Task Writing Rubric (Grades 3–5)**

Score	4	3	2	1	NS
Evidence/Elaboration	<p>The response provides thorough and convincing support/evidence for the controlling idea and supporting idea(s) that includes the effective use of sources, facts, and details. The response clearly and effectively elaborates ideas, using precise language:</p> <ul style="list-style-type: none"> comprehensive evidence from sources is integrated; references are relevant and specific effective use of a variety of elaborative techniques* vocabulary is clearly appropriate for the audience and purpose effective, appropriate style enhances content 	<p>The response provides adequate support/evidence for the controlling idea and supporting idea(s) that includes the use of sources, facts, and details. The response adequately elaborates ideas, employing a mix of precise and more general language:</p> <ul style="list-style-type: none"> adequate evidence from sources is integrated; some references may be general adequate use of some elaborative techniques vocabulary is generally appropriate for the audience and purpose generally appropriate style is evident 	<p>The response provides uneven, cursory support/evidence for the controlling idea and supporting idea(s) that includes uneven or limited use of sources, facts, and details. The response elaborates ideas unevenly, using simplistic language:</p> <ul style="list-style-type: none"> some evidence from sources may be weakly integrated, imprecise, or repetitive; references may be vague weak or uneven use of elaborative techniques; development may consist primarily of source summary vocabulary use is uneven or somewhat ineffective for the audience and purpose inconsistent or weak attempt to create appropriate style 	<p>The response provides minimal support/evidence for the controlling idea and supporting idea(s) that includes little or no use of sources, facts, and details. The response is vague, lacks clarity, or is confusing:</p> <ul style="list-style-type: none"> evidence from the source material is minimal or irrelevant; references may be absent or incorrectly used minimal, if any, use of elaborative techniques vocabulary is limited or ineffective for the audience and purpose. little or no evidence of appropriate style 	<ul style="list-style-type: none"> Unintelligible In a language other than English Off-topic Copied text Off-purpose

*Elaborative techniques may include the use of personal experiences that support the controlling idea.

2-Point Informative-Explanatory Performance Task Writing Rubric (Grades 3–5)				
Score	2	1	0	NS
Conventions	<p>The response demonstrates an adequate command of conventions:</p> <ul style="list-style-type: none"> adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling 	<p>The response demonstrates a partial command of conventions:</p> <ul style="list-style-type: none"> limited use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling 	<p>The response demonstrates little or no command of conventions:</p> <ul style="list-style-type: none"> infrequent use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling 	<ul style="list-style-type: none"> Unintelligible In a language other than English Off-topic Copied text <p>(Off-purpose responses will still receive a score in Conventions.)</p>

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