SECTION 1
NON-TEXT-BASED EXPOSITORY
SKILL TRACKER

Teacher:_____

Pre-Test and Post-Test: __ /12

Skill Checks:

P=Proficient
A=Approaching
N=Needs Development

Student Names ⇩	**Pre-Test**	**Quiz Prompts** Lesson 1	**Quiz Planning** Lesson 3	**Quiz Introduction** Lesson 6	**Test R1/R2/R3** Lesson 9	**Quiz Conclusion** Lesson 12	**Post-Test** Lesson 22
Ex: Clayton	*5/12*	*P*	*P*	*A*	*N*	*P*	*9/12*

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SECTION 1
NON-TEXT-BASED EXPOSITORY
RUBRIC

Score Point	Purpose, Organization and Structure	Support and Elaboration	Language and Conventions
4 Exemplary	• 5 clearly indented paragraphs • 3+-sentence introduction (hook, 3 reasons, closing) • 3+-sentence conclusion (summary, 3 reasons, thought/feeling) • Complete topic sentences in each middle paragraph (transition, central idea, reason) • Essay consistently focused on the central idea	• Each middle paragraph has A/B subtopics • 3-4 A • 3-4 B • Support sentences are specific details or examples	• Precise, domain-specific vocabulary consistently used • Consistent command of English grammar, punctuation, capitalization, and spelling • Errors do not affect meaning and there are no patterns of errors
3 Proficient	• Clear organizational structure but may not indent each paragraph • 2-sentence introduction (hook, 3 reasons) • 2-sentence conclusion (3 reasons, summary OR thought/feeling) • Topic sentences present but may be only partially complete • Essay mostly focused on the central idea	• Most middle paragraphs have A/B subtopics • 2-3 A • 2-3 B • Support sentences are mostly specific details or examples but may be general at times	• Precise, domain-specific vocabulary used at times • Grammar, punctuation, capitalization, and spelling are mostly correct • Errors do not affect meaning in a significant way and there may be a pattern of errors of one type
2 Approaching Proficiency	• Inconsistent organizational structure • Introduction and conclusion may be present but repetitive, simplistic, ineffective, or brief (one sentence) • Topic sentences attempted but ineffective or confusing • Essay insufficiently focused on the central idea	• Middle paragraphs do not have A/B subtopics • 2-3 sentences of support per paragraph • Support mostly general or vague (“fluff”)	• Vocabulary and word choice are mostly imprecise and basic • Inconsistent use of grammar, punctuation, capitalization, and spelling • Multiple distracting grammar, punctuation, capitalization, and spelling errors
1 In Need of Development	• No organizational structure • Introduction and conclusion missing, unrelated to the central idea, or confusing • Topic sentences missing or unrelated to paragraphs • Central idea absent, demonstrating a lack of awareness of the task	• Support absent or lacking; middle paragraphs are too brief • Support unrelated or confusing	• Vocabulary and word choice may be vague, unclear, or confusing • A great deal of a variety of grammar, punctuation, capitalization, and spelling errors that often obscure meaning

*To receive a score in all categories, the response must be in English, of a sufficient length, and address the prompt.

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SECTION 1
NON-TEXT-BASED EXPOSITORY
INFORMAL ASSESSMENT CHECKLIST

Date: _____ Text Set:_____

Student Names ⇩	Intro: Hook, 3R, Closing	R1 Transition, Topic Sentence	R1 3-4 A, 3-4 B	R1 Wrap-up	R2 Transition, Topic Sentence	R2 3-4 A, 3-4 B	R2 Wrap-up	R3 Transition, Topic Sentence	R3 3-4 A, 3-4 B	R3 Wrap-up	C: Summary, 3R, Closing	Indented

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SECTION 1
NON-TEXT-BASED EXPOSITORY
INFORMAL ASSESSMENT CHECKLIST DIRECTIONS

- Use this spreadsheet to informally assess students as they write.
- Circulate the room as students are writing independently. Record which skills/parts of an essay students are struggling with and hold quick mini-conferences based on your observations.
- Across the top of the checklist are the skills that may be included in each paragraph. For each skill, put an **X** if the student did not demonstrate mastery. Please note that for the introduction and conclusion paragraphs, students may structure their paragraphs in many ways. You will only put an **X** if that student did not write a clear and complete paragraph.
- The information recorded on this checklist can be used to monitor students' progress, form skill groups, and facilitate differentiated instruction.

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SECTION 1
NON-TEXT-BASED EXPOSITORY
CONFERENCING NOTES

Dates: _____ Genre: _____

Passage Set:_____

Student:

Student:

Student:

Student:

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SECTION 1
NON-TEXT-BASED EXPOSITORY
CONFERENCING NOTES DIRECTIONS

- During the writing block, record your observations while working with students in small groups or by circulating the room as they work independently. Take notes on each student's writing by recording their strengths and weaknesses.
- Note which specific skills they need to practice and areas they would benefit from additional instruction.
- You may also hold mini-conferences based on your observations and record a summary of your conversation.
- If you assign students a specific task, such as revising a paragraph, make a note so that you will remember to go back to the student and review their revision.

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SECTION 2
TEXT-BASED INFORMATIVE/EXPOSITORY
SKILL TRACKER

Teacher:_____

Pre-Test and Post-Test: _____

Skill Checks:

P=Proficient
A=Approaching
N=Needs Development

Student Names ⇩	**Pre-Test**	**Quiz Prompts** Lesson 24	**Independent Practice Planning** Lesson 26	**Classwork Introduction** Lesson 28	**Student Practice References** Lesson 32	**Quiz Quotes** Lesson 35	**Quiz Paraphrasing** Lesson 36	**Classwork Own thoughts/ideas** Lesson 37	**Homework Conclusion** Lesson 40	**Post-Test** Lesson 48
Ex: Clayton	*5*	*P*	*P*	*A*	*N*	*P*	*A*	*N*	*P*	*8*

SECTION 2
TEXT-BASED INFORMATIVE/EXPOSITORY
RUBRIC

Score Point	Purpose, Organization and Structure	Support and Elaboration	Language and Conventions
4 Exemplary	• Completely aligns with the purpose, audience, and task. • Consistently focused on the central idea with no irrelevant content. • Multi-paragraph organizational structure is present and progresses logically. • Varied transitional strategies skillfully clarify the relationship of ideas within and among paragraphs. • Compelling and descriptive introduction and conclusion that include a discussion of the central idea.	• Response demonstrates a comprehensive understanding of the topic. • Convincing support is provided through the consistent use of various elaborative techniques, such as the student's own thoughts/ideas combined with (but not limited to) paraphrasing and/or quoting facts, examples, or definitions from the text. • Relevant evidence from multiple sources is effectively integrated. • Evidence is accurately cited in a variety of ways, ensuring the reader can clearly identify its source.	• Precise, domain-specific vocabulary enhances clarity and promotes deeper understanding. • Skillful use of diverse sentence structure (i.e., simple, compound, complex, and compound-complex). • Consistent command of English grammar, punctuation, capitalization, and spelling. Minor errors may be present, but they do not affect the meaning, and there is no discernible pattern of errors. • Tone and voice enhance the response.
3 Proficient	• Adequately aligns with the purpose, audience, and task. • Generally focused on the central idea with minimal irrelevant content. • A multi-paragraph organizational structure is present, creating a sense of completeness. • Transitional strategies adequately clarify the relationship of ideas within and among paragraphs. • Sufficient introduction and conclusion that include a discussion of the central idea.	• Response demonstrates a general understanding of the topic. • Adequate support is provided through the sufficient use of a range of elaborative techniques, such as the student's own thoughts/ideas combined with (but not limited to) paraphrasing and/or quoting facts, examples, or definitions from the text. • Relevant evidence from multiple sources is generally integrated. • Evidence is accurately cited, ensuring the reader can clearly identify its source.	• Domain-specific vocabulary allows for clear expression. • Sentence structure is generally effective and somewhat varied (i.e., simple, compound, complex, and compound-complex) • Grade-level appropriate English grammar, punctuation, capitalization, and spelling. Errors affect meaning minimally; there may be a pattern of errors of one type. • Tone and voice are appropriate.

*To receive a score in all categories, the response must be in English, of a sufficient length, and address the prompt.

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SECTION 2
TEXT-BASED INFORMATIVE/EXPOSITORY
RUBRIC

Score Point	Purpose, Organization and Structure	Support and Elaboration	Language and Conventions
2 Approaching Proficiency	• Somewhat aligns with the purpose, audience, and task. • Partially focused on the central idea and/or inconsistently sustained. • Organizational structure is repetitive or inconsistent. • Transitional strategies are attempted and/or inconsistently used. • Introduction and conclusion are repetitive or simplistic.	• Response demonstrates partial understanding of the topic. • Support may be inconsistent, repetitive, or ineffective. Elaborative techniques are used minimally or may rely heavily on text. • Evidence may be partially related, come from a single source, or be weakly integrated. • Lacks appropriate citations.	• Vocabulary may be vague or basic. • Sentence structure is simplistic. • Inconsistent use of English grammar, punctuation, capitalization, and spelling. Multiple patterns of errors that partially affect meaning • Tone and voice are inconsistent or ineffective.
1 In Need of Development	• Demonstrates little to no understanding of the purpose, audience, and task. • Central idea is absent or confusing. • Little or no organizational structure. • Few and/or missing transitional strategies. • Introduction and conclusion are missing or unrelated to the central idea. • Too brief to demonstrate knowledge of purpose, organization, or structure.	• Response demonstrates minimal to no understanding of the topic. • Support is absent or erroneous. • Evidence may be missing or unrelated. • Lacks appropriate citations.	• Vocabulary may be confusing or unclear. • Sentence structure is lacking or confusing. • Lack of command of grammar, punctuation, capitalization, and spelling. Frequent and severe errors that often affect meaning. • Tone and voice are inappropriate.

*To receive a score in all categories, the response must be in English, of a sufficient length, and address the prompt.

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SECTION 2
TEXT-BASED INFORMATIVE/EXPOSITORY
INFORMAL ASSESSMENT CHECKLIST

Date: ____________________ Text Set: ____

Student Names ⇩	Intro: Hook, 3T, Closing	T1 Transition, Topic Sentence	T1 3-4A, 3-4B	T1 Quotes	T1 Paraphrases	T1 Own Ideas	T1 References	T1 Wrap-up	T2 Transition, Topic Sentence	T2 3-4A, 3-4B	T2 Quotes	T2 Paraphrases	T2 Own Ideas	T2 References	T2 Wrap-up	T3 Transition, Topic Sentence	T3 3-4A, 3-4B	T3 Quotes	T3 Paraphrases	T3 Own Ideas	T3 References	T3 Wrap-up	C: Summary, 3T, Closing	Indented

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SECTION 2
TEXT-BASED INFORMATIVE/EXPOSITORY
INFORMAL ASSESSMENT CHECKLIST DIRECTIONS

- Use this spreadsheet to informally assess students as they write.
- Circulate around the room as students are writing independently. Record which skills/parts of an essay students are struggling with and hold quick mini-conferences based on your observations.
- Across the top of the checklist are the skills that may be included in each paragraph. For each skill, put an **X** if the student did not demonstrate mastery. Please note that for the introduction and conclusion paragraphs, students may structure their paragraphs in many ways. You will only put an **X** if that student did not write a clear and complete paragraph.
- The information recorded on this checklist can be used to monitor students' progress, form skill groups, and facilitate differentiated instruction.

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SECTION 2
TEXT-BASED INFORMATIVE/EXPOSITORY
CONFERENCING NOTES

Dates: _____ Genre: _____

Passage Set:_____

Student:

Student:

Student:

Student:

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SECTION 2
TEXT-BASED INFORMATIVE/EXPOSITORY
CONFERENCING NOTES DIRECTIONS

- During the writing block, record your observations while working with students in small groups or by circulating the room as they work independently. Take notes on each student's writing by recording their strengths and weaknesses.
- Note which specific skills they need to practice and areas they would benefit from additional instruction.
- You may also hold mini-conferences based on your observations and record a summary of your conversation.
- If you assign students a specific task, such as revising a paragraph, make a note so that you will remember to go back to the student and review their revision.

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SECTION 3
TEXT-BASED OPINION/ARGUMENTATIVE
SKILL TRACKER

Teacher:_____

Pre-Test and Post-Test: _____

Skill Checks:

P=Proficient
A=Approaching
N=Needs Development

Student Names ⇩	**Pre-Test**	**Quiz Prompts** Lesson 50	**Independent Practice Planning** Lesson 52	**Classwork Introduction** Lesson 54	**Student Practice References** Lesson 58	**Quiz Quotes** Lesson 61	**Quiz Paraphrasing** Lesson 62	**Classwork Own thoughts/ideas** Lesson 63	**Homework Conclusion** Lesson 66	**Post-Test** Lesson 74
Ex: Clayton	*5*	*P*	*P*	*A*	*N*	*P*	*A*	*N*	*P*	*8*

SECTION 3
TEXT-BASED OPINION/ARGUMENTATIVE RUBRIC

Score Point	Purpose, Organization and Structure	Support and Elaboration	Language and Conventions
4 Exemplary	• Completely aligns with the purpose, audience, and task. • Consistently focused on a claim with no irrelevant content. • Multi-paragraph organizational structure is present and progresses logically. • Varied transitional strategies skillfully clarify the relationship of ideas within and among paragraphs. • Compelling and descriptive introduction and conclusion that includes a clearly stated claim.	• Response demonstrates a comprehensive understanding of the topic. • Convincing support is provided through the consistent use of various elaborative techniques, such as the student's own thoughts/ideas combined with (but not limited to) paraphrasing and/or quoting facts, examples, or definitions from the text. • Relevant evidence from multiple sources is effectively integrated. • Evidence is accurately cited in a variety of ways, ensuring the reader can clearly identify its source.	• Precise, domain-specific vocabulary enhances clarity and promotes deeper understanding. • Skillful use of diverse sentence structure (i.e., simple, compound, complex, and compound-complex). • Consistent command of English grammar, punctuation, capitalization, and spelling. Minor errors may be present, but they do not affect the meaning, and there is no discernible pattern of errors. • Tone and voice enhance the response.
3 Proficient	• Adequately aligns with the purpose, audience, and task. • Generally focused on a claim with minimal irrelevant content. • A multi-paragraph organizational structure is present, creating a sense of completeness. • Transitional strategies adequately clarify the relationship of ideas within and among paragraphs. • Sufficient introduction and conclusion that includes a claim.	• Response demonstrates a general understanding of the topic. • Adequate support is provided through the sufficient use of a range of elaborative techniques, such as the student's own thoughts/ideas combined with (but not limited to) paraphrasing and/or quoting facts, examples, or definitions from the text. • Relevant evidence from multiple sources is generally integrated. • Evidence is accurately cited, ensuring the reader can clearly identify its source.	• Domain-specific vocabulary allows for clear expression. • Sentence structure is generally effective and somewhat varied (i.e., simple, compound, complex, and compound-complex) • Grade-level appropriate English grammar, punctuation, capitalization, and spelling. Errors affect meaning minimally; there may be a pattern of errors of one type. • Tone and voice are appropriate.

*To receive a score in all categories, the response must be in English, of a sufficient length, and address the prompt.

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SECTION 3
TEXT-BASED OPINION/ARGUMENTATIVE RUBRIC

Score Point	Purpose, Organization and Structure	Support and Elaboration	Language and Conventions
2 Approaching Proficiency	• Somewhat aligns with the purpose, audience, and task. • Partially focused on a claim and/ or inconsistently sustained. • Organizational structure is repetitive or inconsistent. • Transitional strategies are attempted and/or inconsistently used. • Introduction and conclusion are repetitive or simplistic.	• Response demonstrates partial understanding of the topic. • Support may be inconsistent, repetitive, or ineffective. Elaborative techniques are used minimally or may rely heavily on text. • Evidence may be partially related, come from a single source, or be weakly integrated. • Lacks appropriate citations.	• Vocabulary may be vague or basic. • Sentence structure is simplistic. • Inconsistent use of English grammar, punctuation, capitalization, and spelling. Multiple patterns of errors that partially affect meaning • Tone and voice are inconsistent or ineffective.
1 In Need of Development	• Demonstrates little to no understanding of the purpose, audience, and task. • Claim is absent or confusing. • Little or no organizational structure. • Few and/or missing transitional strategies. • Introduction and conclusion are missing or unrelated to the central idea. • Too brief to demonstrate knowledge of purpose, organization, or structure.	• Response demonstrates minimal to no understanding of the topic. • Support for the central idea is absent or erroneous. • Evidence may be missing or unrelated. • Lacks appropriate citations.	• Vocabulary may be confusing or unclear. • Sentence structure is lacking or confusing. • Lack of command of grammar, punctuation, capitalization, and spelling. Frequent and severe errors that often affect meaning. • Tone and voice are inappropriate.

*To receive a score in all categories, the response must be in English, of a sufficient length, and address the prompt.

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SECTION 3
TEXT-BASED OPINION/ARGUMENTATIVE
INFORMAL ASSESSMENT CHECKLIST

Date: ____________________

Text Set: ____

Student Names ⇩	Intro: Hook,, Claim, 3R, Closing	R1 Transition, Topic Sentence	R1 3-4A, 3-4B	R1 Quotes	R1 Paraphrases	R1 Own Ideas	R1 References	R1 Wrap-up	R2 Transition, Topic Sentence	R2 3-4A, 3-4B	R2 Quotes	R2 Paraphrases	R2 Own Ideas	R2 References	R2 Wrap-up	R3 Transition, Topic Sentence	R3 3-4A, 3-4B	R3 Quotes	R3 Paraphrases	R3 Own Ideas	R3 References	R3 Wrap-up	C: Summary, Claim, 3R, Ending	Indented

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SECTION 3
TEXT-BASED OPINION/ARGUMENTATIVE
INFORMAL ASSESSMENT CHECKLIST DIRECTIONS

- Use this spreadsheet to informally assess students as they write.
- Circulate around the room as students are writing independently. Record which skills/parts of an essay students are struggling with and hold quick mini-conferences based on your observations.
- Across the top of the checklist are the skills that may be included in each paragraph. For each skill, put an **X** if the student did not demonstrate mastery. Please note that for the introduction and conclusion paragraphs, students may structure their paragraphs in many ways. You will only put an **X** if that student did not write a clear and complete paragraph.
- The information recorded on this checklist can be used to monitor students' progress, form skill groups, and facilitate differentiated instruction.

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SECTION 3
TEXT-BASED OPINION/ARGUMENTATIVE
CONFERENCING NOTES

Dates: _____ Genre: _____

Passage Set:_____

Student:

Student:

Student:

Student:

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SECTION 3
TEXT-BASED OPINION/ARGUMENTATIVE
CONFERENCING NOTES DIRECTIONS

- During the writing block, record your observations while working with students in small groups or by circulating the room as they work independently. Take notes on each student's writing by recording their strengths and weaknesses.
- Note which specific skills they need to practice and areas they would benefit from additional instruction.
- You may also hold mini-conferences based on your observations and record a summary of your conversation.
- If you assign students a specific task, such as revising a paragraph, make a note so that you will remember to go back to the student and review their revision.

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SECTION 4
NARRATIVE
SKILL TRACKER

Teacher:_____

Pre-Test and Post-Test: _____

Skill Checks:

P=Proficient
A=Approaching
N=Needs Development

Student Names ⇩	**Pre-Test**	**Student Practice Planning** Lesson 76	**Student Practice #3 Beginning** Lesson 78	**Quiz Ending** Lesson 80	**Practice/Homework Narrative Transitions** Lesson 82	**Homework Details** Lesson 84	**Post-Test** Lesson 88
Ex: Clayton	*5*	*P*	*P*	*A*	*N*	*P*	*8*

SECTION 4
NARRATIVE
RUBRIC

Score Point	Purpose, Organization and Structure	Support and Elaboration	Language and Conventions
4 Exemplary	• Well-developed plot (beginning, 3 events, and ending) • Narrative consistently focused on the topic outlined in prompt • Varied narrative transitional strategies connect events, enhancing the flow of the story	• Effective beginning, 3-4 sentences in length, including (but may not be limited to) story starter, setting, and introduction of the topic • Effective ending, 4-5 sentences in length, including (but may not be limited to) climax, resolution, characters' feelings, and a sense of completeness • Skillful development of characters may include a great deal of (but may not be limited to) dialogue, actions, feelings, thoughts, etc. • Smoothly integrated development and description of events may include a great deal of (but not limited to) details and description of location, time period, environment, etc. • Events are each at least 6-8 sentences in length	• Consistent command of English grammar, punctuation, capitalization, and spelling • Errors do not affect meaning and there are no patterns of errors • Skillful use of descriptive, figurative, and sensory language
3 Proficient	• Clear plot (beginning, 2-3 events, and ending) • Narrative mostly focused on the topic outlined in prompt • Varied narrative transitional strategies are present	• Adequate beginning, 2-3 sentences in length, including (but may not be limited to) introduction of the topic and some description • Adequate ending, 2-3 sentences in length, including (but may not be limited to) climax and resolution • Adequate development of characters may include some dialogue, actions, feelings, thoughts, etc. • Adequate development and description of events may include some details and description of location, time period, environment, etc. • Events are each 4-5 sentences in length	• Grammar, punctuation, capitalization, and spelling are mostly correct • Errors do not affect meaning in a significant way and there may be a pattern of errors of one type • Descriptive, figurative, and sensory language used at times

*To receive a score in all categories, the response must be in English, of a sufficient length, and address the prompt.

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SECTION 4
NARRATIVE
RUBRIC

Score Point	Purpose, Organization and Structure	Support and Elaboration	Language and Conventions
2 Approaching Proficiency	• Plot attempted but may include vague, confusing, or missing elements (beginning, middle events, ending) • Narrative insufficiently focused on the topic outlined in prompt • Narrative transitional strategies may be present but are repetitive, simplistic, or ineffective	• Partial, incomplete, or underdeveloped beginning • Partial, incomplete, or underdeveloped ending • Limited character development; may include minimal description of actions, feelings, thoughts, etc. • Attempt to develop events but description may be repetitive, ineffective, or vague • Events are each 3-4 sentences in length	• Inconsistent use of grammar, punctuation, capitalization, and spelling • Multiple grammar, punctuation, capitalization, and spelling errors • Vocabulary and word choice are mostly imprecise and basic
1 In Need of Development	• No narrative structure present • Narrative demonstrates a lack of awareness of the task; the story is not focused on the topic outlined in prompt • Narrative transitional strategies may be absent or confusing	• Beginning and ending may be absent, unclear, or confusing • Character development is vague, missing, or confusing • Lacks event development or description may be confusing • Too brief to demonstrate development or description of characters or events	• A great deal of a variety of grammar, punctuation, capitalization, and spelling errors that often obscure meaning • Vocabulary and word choice may be vague, unclear, or confusing

*To receive a score in all categories, the response must be in English, of a sufficient length, and address the prompt.

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SECTION 4
NARRATIVE
INFORMAL ASSESSMENT CHECKLIST

Date: ____________________ Text Set: ____

Student Names ⇩	B – Story Starter	B – Setting and Characters	B – Introduce Problem or Event	T1 – Transitions	T1 – Details	T1 – Feelings, Thoughts	T1 – Event	T1 – 6-8 Lines	T2 – Transitions	T2 – Details	T2 – Feelings, Thoughts	T2 – Event	T2 – 6-8 Lines	T3 – Transitions	T3 – Details	T3 – Feelings, Thoughts	T3 – Event	T3 – 6-8 Lines	E – Climax	E – Details	E – 5+ Lines	E – Clear Closure	E – Feelings, Thoughts	Indented

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SECTION 4
NARRATIVE
INFORMAL ASSESSMENT CHECKLIST DIRECTIONS

- Use this spreadsheet to informally assess students as they write.
- Circulate the room as students are writing independently. Record which skills/parts of an essay students are struggling with and hold quick mini-conferences based on your observations.
- Across the top of the checklist are the skills that may be included in each paragraph. For each skill, put an **X** if the student did not demonstrate mastery. Please note that for the beginning and ending, students may structure their paragraphs in many ways. You will only put an **X** if that student did not write a clear and complete paragraph.
- The information recorded on this checklist can be used to monitor students' progress, form skill groups, and facilitate differentiated instruction.

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SECTION 4
NARRATIVE
CONFERENCING NOTES

Dates: _____ Genre: _____

Passage Set:_____

Student:

Student:

Student:

Student:

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SECTION 4
NARRATIVE
CONFERENCING NOTES DIRECTIONS

- During the writing block, record your observations while working with students in small groups or by circulating the room as they work independently. Take notes on each student's writing by recording their strengths and weaknesses.
- Note which specific skills they need to practice and areas they would benefit from additional instruction.
- You may also hold mini-conferences based on your observations and record a summary of your conversation.
- If you assign students a specific task, such as revising a paragraph, make a note so that you will remember to go back to the student and review their revision.

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