

**SECTION 1  
NON-TEXT-BASED EXPOSITORY  
RUBRIC**

Score Point	Purpose/Structure	Development	Language
4	<ul style="list-style-type: none"> <li>• 5 clearly indented paragraphs</li> <li>• 3+-sentence introduction (hook, 3 reasons, closing)</li> <li>• 3+-sentence conclusion (summary, 3 reasons, thought/feeling)</li> <li>• Complete topic sentences in each middle paragraph (transition, central idea, reason)</li> <li>• Essay consistently focused on the central idea</li> </ul>	<ul style="list-style-type: none"> <li>• Each middle paragraph has A/B subtopics</li> <li>• 3-4 A</li> <li>• 3-4 B</li> <li>• Support sentences are specific details or examples</li> </ul>	<ul style="list-style-type: none"> <li>• Precise, domain-specific vocabulary consistently used</li> <li>• Consistent command of English grammar, punctuation, capitalization, and spelling</li> <li>• Errors do not affect meaning and there are no patterns of errors</li> </ul>
3	<ul style="list-style-type: none"> <li>• Clear organizational structure but may not indent each paragraph</li> <li>• 2-sentence introduction (hook, 3 reasons)</li> <li>• 2-sentence conclusion (3 reasons, summary OR thought/feeling)</li> <li>• Topic sentences present but may be only partially complete</li> <li>• Essay mostly focused on the central idea</li> </ul>	<ul style="list-style-type: none"> <li>• Most middle paragraphs have A/B subtopics</li> <li>• 2-3 A</li> <li>• 2-3 B</li> <li>• Support sentences are mostly specific details or examples but may be general at times</li> </ul>	<ul style="list-style-type: none"> <li>• Precise, domain-specific vocabulary used at times</li> <li>• Grammar, punctuation, capitalization, and spelling are mostly correct</li> <li>• Errors do not affect meaning in a significant way and there may be a pattern of errors of one type</li> </ul>
2	<ul style="list-style-type: none"> <li>• Inconsistent organizational structure</li> <li>• Introduction and conclusion may be present but repetitive, simplistic, ineffective, or brief (one sentence)</li> <li>• Topic sentences attempted but ineffective or confusing</li> <li>• Essay insufficiently focused on the central idea</li> </ul>	<ul style="list-style-type: none"> <li>• Middle paragraphs do not have A/B subtopics</li> <li>• 2-3 sentences of support per paragraph</li> <li>• Support mostly general or vague (“fluff”)</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary and word choice are mostly imprecise and basic</li> <li>• Inconsistent use of grammar, punctuation, capitalization, and spelling</li> <li>• Multiple distracting grammar, punctuation, capitalization, and spelling errors</li> </ul>
1	<ul style="list-style-type: none"> <li>• No organizational structure</li> <li>• Introduction and conclusion missing, unrelated to the central idea, or confusing</li> <li>• Topic sentences missing or unrelated to paragraphs</li> <li>• Central idea absent, demonstrating a lack of awareness of the task</li> </ul>	<ul style="list-style-type: none"> <li>• Support absent or lacking; middle paragraphs are too brief</li> <li>• Support unrelated or confusing</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary and word choice may be vague, unclear, or confusing</li> <li>• A great deal of a variety of grammar, punctuation, capitalization, and spelling errors that often obscure meaning</li> </ul>





**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.

**SECTION 1**  
**NON-TEXT-BASED EXPOSITORY**  
**CONFERENCING NOTES**

Dates: \_\_\_\_\_ Genre: \_\_\_\_\_

Passage Set: \_\_\_\_\_

Student:

Student:

Student:

Student:

**SECTION 1**  
**NON-TEXT-BASED EXPOSITORY**  
**CONFERENCING NOTES DIRECTIONS**

- During the writing block, record your observations while working with the 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.





**SECTION 2**  
**TEXT-BASED 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.

**SECTION 2**  
**TEXT-BASED EXPOSITORY**  
**CONFERENCING NOTES**

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**SECTION 2**  
**TEXT-BASED EXPOSITORY**  
**CONFERENCING NOTES DIRECTIONS**

- During the writing block, record your observations while working with the students in small groups or by circulating around 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.





**SECTION 3**  
**TEXT-BASED 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.

**SECTION 3**  
**TEXT-BASED ARGUMENTATIVE**  
**CONFERENCING NOTES**

Dates: \_\_\_\_\_ Genre: \_\_\_\_\_

Passage Set: \_\_\_\_\_

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Student:

Student:

Student:

**SECTION 3**  
**TEXT-BASED ARGUMENTATIVE**  
**CONFERRING NOTES DIRECTIONS**

- During the writing block, record your observations while working with the students in small groups or by circulating around 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.

**SECTION 4  
NARRATIVE  
RUBRIC**

<b>Score Point</b>	<b>Purpose/Structure</b>	<b>Development</b>	<b>Language</b>
4	<ul style="list-style-type: none"> <li>• Well-developed plot (beginning, 3 events, and ending)</li> <li>• Narrative consistently focused on the topic outlined in prompt</li> <li>• Varied narrative transitional strategies connect events, enhancing the flow of the story</li> </ul>	<ul style="list-style-type: none"> <li>• Effective beginning, 3-4 sentences in length, including (but may not be limited to) story starter, setting, and introduction of the topic</li> <li>• Effective ending, 4-5 sentences in length, including (but may not be limited to) climax, resolution, characters’ feelings, and a sense of completeness</li> <li>• Skillful development of characters may include a great deal of (but may not be limited to) dialogue, actions, feelings, thoughts, etc.</li> <li>• 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.</li> <li>• Events are each at least 6-8 sentences in length</li> </ul>	<ul style="list-style-type: none"> <li>• Consistent command of English grammar, punctuation, capitalization, and spelling</li> <li>• Errors do not affect meaning and there are no patterns of errors</li> <li>• Skillful use of descriptive, figurative, and sensory language</li> </ul>
3	<ul style="list-style-type: none"> <li>• Clear plot (beginning, 2-3 events, and ending)</li> <li>• Narrative mostly focused on the topic outlined in prompt</li> <li>• Varied narrative transitional strategies are present</li> </ul>	<ul style="list-style-type: none"> <li>• Adequate beginning, 2-3 sentences in length, including (but may not be limited to) introduction of the topic and some description</li> <li>• Adequate ending, 2-3 sentences in length, including (but may not be limited to) climax and resolution</li> <li>• Adequate development of characters may include some dialogue, actions, feelings, thoughts, etc.</li> <li>• Adequate development and description of events may include some details and description of location, time period, environment, etc.</li> <li>• Events are each 4-5 sentences in length</li> </ul>	<ul style="list-style-type: none"> <li>• Grammar, punctuation, capitalization, and spelling are mostly correct</li> <li>• Errors do not affect meaning in a significant way and there may be a pattern of errors of one type</li> <li>• Descriptive, figurative, and sensory language used at times</li> </ul>

**SECTION 4  
NARRATIVE  
RUBRIC**

<b>Score Point</b>	<b>Purpose/Structure</b>	<b>Development</b>	<b>Language</b>
2	<ul style="list-style-type: none"> <li>• Plot attempted but may include vague, confusing, or missing elements (beginning, middle events, ending)</li> <li>• Narrative insufficiently focused on the topic outlined in prompt</li> <li>• Narrative transitional strategies may be present but are repetitive, simplistic, or ineffective</li> </ul>	<ul style="list-style-type: none"> <li>• Partial, incomplete, or underdeveloped beginning</li> <li>• Partial, incomplete, or underdeveloped ending</li> <li>• Limited character development; may include minimal description of actions, feelings, thoughts, etc.</li> <li>• Attempt to develop events but description may be repetitive, ineffective, or vague</li> <li>• Events are each 3-4 sentences in length</li> </ul>	<ul style="list-style-type: none"> <li>• Inconsistent use of grammar, punctuation, capitalization, and spelling</li> <li>• Multiple grammar, punctuation, capitalization, and spelling errors</li> <li>• Vocabulary and word choice are mostly imprecise and basic</li> </ul>
1	<ul style="list-style-type: none"> <li>• No narrative structure present</li> <li>• Narrative demonstrates a lack of awareness of the task; the story is not focused on the topic outlined in prompt</li> <li>• Narrative transitional strategies may be absent or confusing</li> </ul>	<ul style="list-style-type: none"> <li>• Beginning and ending may be absent, unclear, or confusing</li> <li>• Character development is vague, missing, or confusing</li> <li>• Lacks event development or description may be confusing</li> <li>• Too brief to demonstrate development or description of characters or events</li> </ul>	<ul style="list-style-type: none"> <li>• A great deal of a variety of grammar, punctuation, capitalization, and spelling errors that often obscure meaning</li> <li>• Vocabulary and word choice may be vague, unclear, or confusing</li> </ul>





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**NARRATIVE**  
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