

SECTION 2

PARAGRAPH WRITING

RUBRIC

Score Point	Purpose, Organization, and Structure	Support and Elaboration	Language and Conventions
4 Exemplary	- Writing is consistently focused on the assigned topic and purpose. - Includes clear introductory and concluding sentences. - Ideas are presented in a logical order, making the paragraph easy to follow and understand.	- Writing includes 2+ clear, supporting details that explain or describe the central idea. - Details are relevant and specific, showing a clear understanding of the topic.	- Sentences consistently begin with a capital letter and end with appropriate punctuation. - Words are consistently spelled phonetically or in a way that clearly represents intended sounds and can be easily read by others.
3 Proficient	- Writing is mostly focused on the assigned topic and purpose, with only minor off-topic details. - Includes an introductory sentence and a concluding sentence, though one may be less developed or partially unclear. - Ideas are mostly organized in a way that makes sense to the reader.	- Writing includes at least one clear supporting detail related to the central idea. - Details are mostly relevant and show understanding of the topic, though they may be simple or repetitive.	- Sentences mostly begin with a capital letter and end with appropriate punctuation. - Words are usually spelled phonetically and are generally easy to read.
2 Approaching Proficiency	- Writing shows some awareness of the topic or purpose but may wander or lose focus at times. - May include only an introductory or a concluding sentence, or these may not clearly express the central idea. - Ideas are present but confusing or unrelated.	- Writing shows limited or unclear details about the topic. - May include a single idea or general statement without explanation	- Some sentences begin with a capital letter or end with punctuation, but the use is inconsistent. - Words show early attempts at phonetic spelling, with some letters representing beginning or dominant sounds, and can be somewhat understood.
1 In Need of Development	- Writing does not focus on a topic or purpose. - Lacks introductory and concluding sentences. - Ideas are absent or presented randomly, making the writing difficult to understand.	- Writing does not include supporting details. - Ideas are incomplete, off topic, or too brief to show understanding.	- Sentences rarely use capital letters or punctuation appropriately. - Spelling often significantly obscures meaning.

SECTION 3

NON-TEXT-BASED WRITING

RUBRIC

Score Point	Purpose, Organization, and Structure	Support and Elaboration	Language and Conventions
4 Exemplary	• 4 clearly indented paragraphs • 2-sentence introduction • 2-sentence conclusion • Topic sentence in each middle paragraph • Essay consistently focused on clearly stated opinion and ideas stated in the text • Consistently uses transitions	• Each middle paragraph has 2+ supporting reasons • Support sentences are specific details or examples from the text	• Consistent command of punctuation, capitalization, and spelling
3 Proficient	• Clear organizational structure but may not indent each paragraph • 1-sentence introduction • 1-sentence conclusion • Topic sentences present but may be only partially complete • Essay mostly focused on opinion and ideas stated in the text • Uses some transitions	• Most middle paragraphs have 1+ supporting reason(s) • Support sentences are mostly specific details or examples from the text but may be general at times	• Punctuation, capitalization, and spelling are mostly correct
2 Approaching Proficiency	• Inconsistent organizational structure • Introduction and conclusion present but repetitive, simplistic, ineffective, or brief • Topic sentences attempted but ineffective or confusing • Essay insufficiently focused on opinion and ideas stated in the text • Transitions are ineffective	• Support absent or lacking • Support unrelated or confusing	• Inconsistent use of punctuation, capitalization, and spelling
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 • Opinion absent, demonstrating a lack of awareness of the task • No transitions	• Middle paragraphs do not have any supporting reasons	• A great deal of variety in 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.

[illegible]

SECTION 3
NON-TEXT-BASED WRITING
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 3
NON-TEXT-BASED WRITING
CONFERENCING NOTES

Dates: _____ Genre: _____

Passage Set: _____

Student:

Student:

Student:

Student:

SECTION 3
NON-TEXT-BASED WRITING
CONFERENCING NOTES DIRECTIONS

- During the writing block, record your observations as you work with students in small groups or by circulating the room while 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 WRITING

RUBRIC

Score Point	Purpose, Organization, and Structure	Support and Elaboration	Language and Conventions
4 Exemplary	• Story has a clear beginning, middle, and ending • Story consistently focused on the topic outlined in the prompt • Uses multiple narrative transitions	• Effective beginning, 2+ sentences in length; may include setting, characters, and introduction of the topic • Effective ending, 2+ sentences in length; may include a resolution and a sense of completeness • Includes at least 1 character • Includes at least 2 events • Events are each at least 2-3 sentences in length	• Consistent command of punctuation, capitalization, and spelling
3 Proficient	• Story attempts a beginning, middle, and ending but elements may be limited or confusing • Narrative mostly focused on the topic outlined in the prompt • Uses some narrative transitions	• Adequate beginning, 1+ sentences in length; may include setting, characters, and introduction of the topic • Adequate ending, 1+ sentences in length; may include a resolution and a sense of completeness • Includes at least 1 character • Includes at least 2 events • Events are each at least 2 sentences in length	• Punctuation, capitalization, and spelling are mostly correct
2 Approaching Proficiency	• Story missing either the beginning, middle, or ending • Narrative insufficiently focused on the topic outlined in the prompt • Narrative transitions are repetitive, simplistic, or ineffective	• Incomplete, unclear, or confusing beginning OR ending that lacks a sense of completeness • Includes 1 character • Includes 1 event • Event is 1-2 sentences in length	• Inconsistent use of punctuation, capitalization, and spelling
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 the prompt • No narrative transitions	• Beginning and ending absent, unclear, or confusing • Lacks events or description may be confusing • Too brief to demonstrate development or description of characters or events	• A great deal of a variety of punctuation, capitalization, and spelling errors that often obscure meaning

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[illegible]

SECTION 4
NARRATIVE WRITING
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.

SECTION 4
NARRATIVE WRITING
CONFERENCING NOTES

Dates: _____ Genre: _____

Passage Set: _____

Student:

Student:

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Student:

SECTION 4
NARRATIVE WRITING
CONFERENCING NOTES DIRECTIONS

- During the writing block, record your observations as you work with students in small groups or circulate the room while 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 5

TEXT-BASED INFORMATIVE/EXPOSITORY WRITING

RUBRIC

Score Point	Purpose, Organization, and Structure	Support and Elaboration	Language and Conventions
4 Exemplary	• 4 clearly indented paragraphs • 2-sentence introduction • 2-sentence conclusion • Topic sentence in each middle paragraph • Essay consistently focused on the central idea and ideas presented in the text • Consistently uses transitions	• Each middle paragraph has 2+ supporting details • Support sentences are specific details or examples from the text	• Consistent command of punctuation, capitalization, and spelling
3 Proficient	• Clear organizational structure but may not indent each paragraph • 1-sentence introduction • 1-sentence conclusion • Topic sentences present but may be only partially complete • Essay mostly focused on the central idea and ideas presented in the text • Uses some transitions	• Most middle paragraphs have 1+ supporting detail(s) • Support sentences are mostly specific details or examples from the text but may be general at times	• Punctuation, capitalization, and spelling are mostly correct
2 Approaching Proficiency	• Inconsistent organizational structure • Introduction and conclusion present but repetitive, simplistic, ineffective, or brief • Topic sentences attempted but ineffective or confusing • Essay insufficiently focused on the central idea and ideas presented in the text • Transitions are ineffective	• Support absent or lacking • Support unrelated or confusing	• Inconsistent use of punctuation, capitalization, and spelling
1 In Need of Development	• No organizational structure • Introduction and conclusion missing, unrelated to the central idea, or confusing • Topic sentences missing • Central idea absent, demonstrating a lack of awareness of the task • No transitions	• Middle paragraphs do not have any supporting details	• A great deal of a variety of 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.

SECTION 5

TEXT-BASED OPINION WRITING

RUBRIC

Score Point	Purpose, Organization, and Structure	Support and Elaboration	Language and Conventions
4 Exemplary	• 4 clearly indented paragraphs • 2-sentence introduction • 2-sentence conclusion • Topic sentence in each middle paragraph • Essay consistently focused on clearly stated opinion and ideas stated in the text • Consistently uses transitions	• Each middle paragraph has 2+ supporting reasons • Support sentences are specific details or examples from the text	• Consistent command of punctuation, capitalization, and spelling
3 Proficient	• Clear organizational structure but may not indent each paragraph • 1-sentence introduction • 1-sentence conclusion • Topic sentences present but may be only partially complete • Essay mostly focused on opinion and ideas stated in the text • Uses some transitions	• Most middle paragraphs have 1+ supporting reason(s) • Support sentences are mostly specific details or examples from the text but may be general at times	• Punctuation, capitalization, and spelling are mostly correct
2 Approaching Proficiency	• Inconsistent organizational structure • Introduction and conclusion present but repetitive, simplistic, ineffective, or brief • Topic sentences attempted but ineffective or confusing • Essay insufficiently focused on opinion and ideas stated in the text • Transitions are ineffective	• Support absent or lacking • Support unrelated or confusing	• Inconsistent use of punctuation, capitalization, and spelling
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 • Opinion absent, demonstrating a lack of awareness of the task • No transitions	• Middle paragraphs do not have any supporting reasons	• A great deal of a variety of punctuation, capitalization, and spelling errors that often obscure meaning

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[illegible]

SECTION 5
TEXT-BASED INFORMATIVE/EXPOSITORY WRITING
INFORMAL ASSESSMENT CHECKLIST

- 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.
- The information recorded on this checklist can be used to monitor students' progress, form skill groups, and facilitate differentiated instruction.

SECTION 5
TEXT-BASED INFORMATIVE/EXPOSITORY WRITING
CONFERENCING NOTES

Dates: _____ Genre: _____

Passage Set: _____

Student:

Student:

Student:

Student:

SECTION 5
TEXT-BASED INFORMATIVE/EXPOSITORY WRITING
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.

[illegible]

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TEXT-BASED OPINION WRITING
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.
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TEXT-BASED OPINION WRITING
CONFERENCING NOTES

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TEXT-BASED OPINION WRITING
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