

| | | 1 Emerging | 2 Emerging | 3 Developing | 4 Developing | 5 Proficient | 6 Proficient | 7 Proficient | 8 Highly Proficient | 9 Highly Proficient (High school ready) |
|----------------------------|---|---|---|--|---|--|---|--|---|---|
| WRITING APPLICATION | Ideas & Content *Addresses task *Central idea *Support *Conclusion | Begins to address the task but quickly loses focus. The writing that follows is unclear and includes information that is unrelated. | Addresses the task but needs a central idea. There is little or no support. | Addresses task but needs a central idea. Support is not detailed and is unclear. | Addresses task. May have a central idea. Support is not detailed and is unclear. Has a limited conclusion. | Understands the task and has a central idea. Mostly clear and focused. Support is too general. Conclusions are attempted but do not connect with central idea. | Has a central idea but support is somewhat limited. Has examples without elaboration. Draws a conclusion. | Clear central idea. Support may be out of balance with central ideas. Conclusion is clear. | Clear and focused, though the overall result may not be captivating. Supporting evidence is relevant and clear. Paper provides examples with elaboration. Draws conclusion that connects with the central idea. | Clear and focused central idea. The paper is interesting and holds the reader's attention. Supporting evidence is relevant, clear and specific. Paper provides convincing examples with thorough elaboration. Writer draws conclusions based on earlier points made in the paper. |
| | WRITING STRATEGIES | Organization /Structure *Short Answer (Paragraph) *Extended Answer (Essay) | Attempts to write 1-2 sentences. No evidence of structure: introduction, body paragraphs, conclusion | Writes 2 or more sentences that connect. Little sense of structure. Does not flow smoothly. May create confusion for reader | Writes a topic sentence with 1 or 2 supporting details. Some sense of structure, but does not flow smoothly. Paragraph breaks are attempted but are inappropriate. | Writes a topic sentence with 2 or 3 supporting details. Attempts to structure response with introduction, body paragraphs, and conclusion. | Writes a topic sentence with 2 or 3 supporting details. Attempts concluding sentence. Has structure of introduction, body, and conclusion but does not flow smoothly between paragraphs. | Writes a topic sentence with 2 or 3 supporting details. Writes a concluding sentence. Structure is appropriate. Has a clear introduction, body, and conclusion. | Writes a topic sentence with a lead. Writes three or more supporting details. Sequencing is logical. Writes a concluding sentence. Engaging, purposeful introduction. Sequencing relates back to the main idea. Conclusion is clear and makes sense. | Strong topic sentence with an engaging lead. Has three or more supporting details that are sequenced in a logical fashion. Conclusion reinforces main idea. Structure is skillful. Strong, engaging introduction and effective sequencing relates back to the main idea. Conclusion skillfully reinforces the main idea and gives closure. |
| | | Word Choice * Multisyllabic words *Figurative language | Uses simple monosyllabic words correctly | Uses Monosyllabic and commonly used words, may use some correctly | Uses monosyllabic and commonly used words correctly. Attempts to explain the idea without using the exact word | Begins to use words that are clear and precise Words match their writing purpose Some repetitions occur | Words are clear and precise. Words convey more complex ideas and images. | Experiments with multi-syllabic words and figurative language. Conveys intended message. | More consistently uses multisyllabic words and figurative language. Conveys intended message. | Words are consistently varied and precise. Phrases are frequently used to create clearer and more vivid images. Attempts to use precise words to "Show not Tell." |

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| WRITING STRATEGIES | Sentence Fluency *Transitions *Varied structure | Difficulty with run-ons and fragments. | Some evidence of complete sentence structure. Difficulty with run-ons or fragments. | Correctly uses complete sentence structure. | Correctly uses simple sentence structure. Attempts compound sentences. | Uses compound sentences but they may be awkward. Attempts to use transitions between paragraphs. | Good control over compound sentences and attempts complex sentences. Transitions connect ideas within paragraphs. | Sentences are consistently well built and purposeful. The writing sounds natural and fluent. Uses transitions within and across paragraphs. | Purposeful and innovative sentence structure to enhance intended effect. Skillful use of transitions within and across paragraphs. | Sentences are well built with consistently strong and varied structure. The writing sounds natural and fluent. Skillful transitions help one sentence flow effortlessly into the next. |
| | Writing Conventions *Grammar *Capitalization *Punctuation *Spelling | Needs to develop many of the following : spelling, punctuation, capitalization, and usage/ grammar. | Needs to develop several of the following: spelling, punctuation, capitalization, and usage/ grammar. | Needs to develop two of the following: spelling, punctuation, capitalization, and usage/grammar distract the reader and block meaning. | Needs to develop on of the following: spelling, punctuation, capitalization, and usage/grammar can be distracting and may block meaning. | Some control over writing conventions. There are some errors but they do not block meaning. | Shows reasonable control over a range of conventions. Some minor errors. | Shows control over a range of conventions to convey meaning. Few minor errors. | Demonstrates an excellent grasp of standard writing conventions and uses them effectively to enhance meaning. Errors tend to be few and minor. | Demonstrates an excellent grasp of standard writing conventions and uses them effectively to enhance meaning. Contains no errors. |
| | Writing Process | There is a plan for the draft and the piece has a basic shape. | Draft has been completed and re-read for either revision or editing. | Piece makes sense and it is clear that revision has taken place. | Piece has clearly been added on to explain thoroughly. | Piece has been revised and minor editing has been done. | Piece has been revised with care and editing has been done for spelling. | Piece has been revised with care and editing has been done for spelling and punctuation and/or grammar. | Piece has been thoroughly revised and edited carefully. All writing conventions have been considered. | Piece has been carefully proofread. All errors have been detected and corrected. |