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		Rubr	Rubric for Information Writing-	in Wr	iting—Sixth Grade	e		
	Grade 4 (1 PONT)	1595	Grade 5 (2 POINTS)	2,5 PTS	Grade 6 (3 POINTS)	35/075	Grade 7 (4 POINTS)	SCORE
			STRI	STRUCTURE				
Overall	The writer taught readers different things about a	Mid- level	The writer used different kinds of information to	Mid- level	The writer conveyed ideas and information about a	Mid- level	The writer brought together ideas and information about	
	subject. He put racts, details, quotes, and ideas into each part of his writing.		Sometimes she included little essays, stories, or how-to sections in her writing.		text. Sometimes she incorporated arguments, explanations, stories, or		develops a subtopic and/or an idea. He incorporated a variety of text structures as readed inclinding argument	
					procedural passages.	TAKEN IT PRIZZE AT AND A STATE AT	needed, including argument, explanation, narrative, and procedural passages.	Martin professional from the common debut the first teacher.
Lead	The writer hooked her readers by explaining why	Mid- level	The writer wrote an introduction in which	Mid- level	The writer wrote an introduction in which she	Mid- level	The writer interested the reader in the topic by	
	the subject mattered, telling a surprising fact, or giving a		he helped readers get interested in and		interested readers, perhaps with a quote or significant		explaining its significance or providing a compelling	
	big picture. She let readers		understand the subject.  He let readers know the		fact. She let readers know the subtopics that she		He made it clear what parts	
	them different things about		subtopics that he would		would develop later and		of this topic his text would	
			sequence.		ere	Anthropa A	and information in the text would unfold.	
Transitions	The writer used words in	Mid-	When the writer wrote	Mid-	The writer used transitions	Mid-	The writer used transitions	
	each section that helped	level	about results, she used	level	to help readers understand how different hits of	level	to link concepts with related information. The transitions	
	one piece of information		consequently, as a result,		information and different		help the reader follow from	
	connected with others. If		and because of this. When	***	parts of his writing		part to part and make it	***
	he wrote the section in		she compared information, she used words and phrases		transitions to help connect		is an example of a bigger	
	and phrases such as <i>before,</i>		such as in contrast, by		ideas, information, and	ON THE PARTY	idea, follows from an earlier	
	later, next, then, and after.		comparison, and especially.		examples, and to imply	4	point, introduces a new	
	If he organized the section		used phrases that go with		material exemplifies, adds		The writer used such	
	words such as another, also.		stories such as a little later	-	to, is similar to, explains, is	/ · · · · · · · · · · · · · · · · · · ·	transitions as specifically,	
	and for example.		and three hours later. in	*** B*********************************	a result of, or contrasts. He		for instance, related to, just	
			an opinion, she used		instance, such as, similarly,		hand and however.	
	amenion è ritori		words such as but the		therefore, as a result, in	× ₩. × 5		
			most important reason, for		other hand.			
		- Carrier	example, and consequently.	The second second second	P. COTO 13010.	A CONTRACTOR OF THE PARTY OF TH	A CONTRACTOR OF THE CONTRACTOR	The second and the second seco

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STREET, IN CASE OF STREET, IN	unduration of		O.	
		Ending	Organization	
Grade 4		The writer wrote an ending in which she reminded readers of her subject and may either have suggested a follow-up action or left readers with a final insight. She added her thoughts, feelings, and questions about the subject at the end.	The writer grouped information into sections and used paragraphs and sometimes chapters to separate those sections. Each section had information that was mostly about the same thing: He may have used headings and subheadings.	The state of the s
1,5 PTS		Mid- level	Mid- level	
Grade 5 (2 POINTS)	STRUCI	The writer wrote a conclusion in which he restated the main points and may have offered a final thought or question for readers to consider.  The writer organized her	The writer organized her writing into a sequence of separate sections. She may have used headings to highlight the separate sections.  The writer wrote each section according to an organizational plan shaped partly by the genre of the section.	And the state of t
2.5 PTS	STRUCTURE (cont.)	Wid-	evel	
Grade 6 (3 PONTS)	<b>(th</b>	The writer wrote a conclusion in which she restated the important ideas and offered a final insight or implication for the reader to consider.	The writer chose a focused subject.  The writer used subheadings and/or clear introductory transitions to separate sections.  The writer made deliberate choices about how to order sections and about the sequence of information and ideas within sections. He chose structures such as compare and contrast, categories, or claim and support to organize information and ideas.  Some sections are written as argument, explanation, stories, or procedural passages.	
3,5 PIS		Mid- level	e v. a.	
Grade 7 (4 POINTS)		In his conclusion, the writer reinforced and built on the main point(s) in a way that made the entire piece a cohesive whole. The conclusion may have restated the main points, responded to them, or highlighted their significance.  The writer focused her	The writer focused her writing on a subtopic or a particular point or two.  The writer organized her piece into parts and used structures (claims and supports, problem/solution, sequence, etc.) to organize those parts (and perhaps the whole).  The writer used introductions, topic sentences, transitions, formatting, and graphics, where appropriate, to clarify the structure of the piece and to highlight main points.	-
SCORE		TO THE REAL PROPERTY AND THE PROPERTY AN		TOTAL:

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Managary Colonia on State	e Necessaria	o m	nestoni Service Service		garanta (												een audio		5		m Succession		# 100 mm	
		Elaboration*									See Face													e de la constante de la consta
Grade 4		The writer taught her	readers different things	about the subject. She	chose those subtopics	because they were	important and interesting.	The writer included different	kinds of facts and details	such as numbers, names,	and examples.	The writer got her	information from talking to	people, reading books, and	from her own knowledge	and observations.	The writer made choices	about organization, perhaps	using compare/contrast,	cause/effect, or pro/con. She	may have used diagrams,	charts, headings, bold	words, and definition boxes	to hair tooch har randam
15 PS		Mid-	level				-3411903									× -								
Grade 5 (2 POINTS)	DEVE	The writer explained	different aspects of a	subject. She included a	variety of information such	as examples, details, dates,	and quotes.	The writer used trusted	sources and gave credit	when appropriate. She	made sure to research any	details that would add to	her writing.	The writer worked to	make her information	understandable to readers.	To do this, she referred to	earlier parts of her text or	summarized background	information. The writer let	readers know when she was	discussing facts and when	she was offering her own	toinking.
2.5 RTS	DEVELOPMENT	Mid-	level	-			man di Andre Pan	e e e e e e	e e e e e e e e e e e e e e e e e e e	ner en en en		, 200	W. Aug.		*************	Participal (Control of Control of			10°40					mater
Grade 6 3 POINTS)		The writer included varied	kinds of information such as	facts, quotations, examples,	and definitions.	The writer used trusted	sources and information	from authorities on the	topic and gave the sources	credit.	The writer worked to	make his information	understandable and	interesting. To do this, he	referred to earlier parts	of his text, summarized	background information,	raised questions, or	considered possible	implications.	***************************************			
35 PT	SERVE SERVES	Mid-	leve	. =2~	8) (16)			B10 10 14	*****		College College			alera hiji di	2000		**************************************				armoriti (final			ME
Grade 7 (4 POINTS)		The writer included varied	kinds of information such as	facts, quotations, examples,	and definitions. She	analyzed or explained the	information, showing how	the information fits with	her key points or subtopics,	including graphics where	appropriate.	The writer consistently	incorporated and cited	sources.	The writer worked to make	her topic compelling as	well as understandable. She	brought out why it mattered	and why the audience	should care about it.				
SCORE		estylyteaern earn cen ann an an an an									***			<del>lagrady a</del>	nggarikasa a			A Company			gan			

\*Elaboration and Craft are double-weighted categories: Whatever score a student would get in these categories is worth double the amount of points. For example, if a student exceeds expectations in Elaboration, then that student would receive 8 points instead of 4 points. If a student meets standards in Elaboration, then that student would receive 6 points instead of 3 points.

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The writer made deliberate level cores to reach his feet on his readers. He may have done sing and repeating used the vocabulary of six about his topic. If the fifty hit to do so, refer chose interesting and repeating used the vocabulary of early to son and used experts and explained the eact phrase. Include the exact phrase, or include the exact phrase is about his hidromation and correspis. Include the exact phrase is enable choices the which information and correspis and to have an effect on the exact phrase, or include the exact phrase. Include the exact phrase is comparison, or image to explain information and correspis and to the exact phrase is to include but adails and facts to include but have an effect on the explain information and correspis and to the explain information.  In writer rose only made the incorporated correspis and to the explain information and correspis and to the explain information and correspis and to the explain information.  In writer incorporate correspis and to the explain information and correspis and to the explain information.  In writer incorporate correspis and to the explain information and correspis and to the explain information and correspis and to the explain information.  In writer vocabulary in explain information and correspis and to the experimental to the p		Grade 4 (1 POINT)	15 PTS	Grade 5	25PIS	Grade 6	3.5 PTS	Grade 7	SCORE
The writer made deliberate word choices to teach his readers. He will every a feet on his readers he this by using and repeating key words about his topic.  When it fert right to do so, when it early have color interesting comparisons and used the words which information and the writer words et a trade to dearly the writer words and used frequency or include or not only made was best to include or not or only made was best to include or not or only made was best to include or not only made was best to include or not include o				DEVELOR	MENT (	cont.)			
word choices to reach his level effect on his readers he this by using and topeating of the writer chose precise experts and used the vocabulary of the writer chose precise experts and explained the writer worked to comparisons or image to his points.  The writer worked to comparisons or image to his points.  The writer worked to comparison or image to his points.  The writer used a teaching to do so, the may have used a facts to include or not to do so, the may have used a facts to include bur also to comey his information and explain, have used phases such that means, what this?  The writer used a teaching to comey his information have used phases such that means, what this?  The writer used a teaching to the explained the writer used a formal storylelling, summary, and defined the explaination, the writer used and dused recapled the writer used and spalling rules to help the writer used what she used the word will and defined when nearly to the preaders their individual and control to the preaders their individual and the precise with a many hard their used what she work will and each to help the writer used what she work will and each the work will and defined the writer used the work will and each the work will an each the work will an each the work will and each the work will an ea	Craft*	The reader made deliberate	Mid-	The writer made deliberate	Mid-	The writer chose her words	Mid-	The writer used words	
readers. He may have done this tenders. He wither words about his topic.  When it fail right to do so, the writer doose interesting comparisons and used meaning and tone. He writer doose interesting comparisons and used meaning and some to have an effect on the writer doose interesting comparisons and used meaning and some to his points.  The writer worked to include the exact phrase, comparisons, and used meaning and some to dearly the writer includes or not include. The writer not only made was hest to include or not include but also mad facts to include but also and facts to include but also fine writer used a formation and facts to include but also and facts to help and edit. She but also and spelling facts and the information and facts to help and edit. She and pelling rules to help be writter used what she and dictionaries to help be adeat she in and used text features.  **LANGUAGE**  **The writer used what she and but dictionaries to help be adeats the in and used text features.  **LANGUAGE**  **The writer used what she and but dicti		word choices to teach his	level	word choices to have an	level	carefully to explain her	level	purposefully to affect	
this by using and repeating levels and explained the levy words about his topic.  When it felt right to do so, the writer worked to comparisons and used metaphors, and used flour work information and his points.  The writer worked to include the evact phrase, about which information and his points.  The writer made choices about which information and the writer used a teaching tone. To do so, he may have used phrases such as that means, what hish reader share, what hat he writer used what she was dearly means is, and let me explaining to the writer used what she firew about word flamilies and self.  The writer used what she writer used what she used the word wall and deficitions about word with and used the word wall and deficitions about word wall and used the word wall and deficitions about word wall and used the word wall and used the word wall and deficitions about word flamilies word wall and used the word		readers. He may have done		effect on his readers. He		information and ideas and		meaning and tone.	
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the writer chose interesting founds the worked to comparisons and used formal son and used in founded the exact phrase. Comparisons, and/or image to this points.  The writer made choices about which information and correpts and to keep her concepts and to keep her writer included exact best to include or not include.  The writer used a teaching to convey his information and sort freather incorporated was best to include but also made choices about which information and facts to include but also that means, what this?  The writer used a teaching to convey his information and facts to include but also to include but also to include but also at that means, what this?  The writer used a teaching to convey his information and facts to include but also to include but also to include but also and facts to include but also to include but also to convey his information and dentined the was bout wind facts to include but also to include but also to convey his information and dentined the writer used a formal so the pher writer used a formal to convey his information and dentined the word wall and dictionaries to help her writer used what she used the word wall and dictionaries to help her writer used what she used the word wall and dictionaries to help her writer used what she used the word wall and dictionaries to help her writer used what she used the word wall and dictionaries to help her writer used what she used the word wall and dictionaries to help her writer used what she used the word wall and dictionaries to help her writer used what she used the word wall and dictionaries to help her writer used what she used the word wall and dictionaries to help her writer used what she used the word wall and dictionaries to help her writer used what she used the word wall and dictionaries to help her writer used what she used the word wall and dictionaries to help her writer used what she used the word wall and dictionaries to help her writer used what she used the word wall and dictionaries to help her writer used what she		When it felt right to do so,		key terms.		The writer worked to		anecdotes, images, or	
figurative language to clarify comparison, or image to his points.  The writer made choices about which information and bout which information and described was best to include or not in		the writer chose interesting		The writer worked to		include concrete details,		comparisons to explain	
figurative language to clarify comparison, or image to formation and comparison of mage to publish information and concepts and to keep her concep		comparisons and used		include the exact phrase,	MANAGE PA	comparisons, and/or images		what he meant.	
The writer made choices about which information and bout which information the writer not only made was best to include or not choices about which information to each early and defined the was best to include or not have used a teaching tone. To do so, he may to convey his information have used phrases such the writer used a teaching tone and other genres as needed and used text features.  The writer used what she krew about word families and spelling rules to help her spell and edit. She used the word wall and dictionaries to help her when needed.  The writer used a teaching to convey his information to convey his information and chircle bended shout which information.  The writer used a teaching to convey his information to convey his information.  The writer used a teaching to convey his information to convey his information to convey his information.  The writer used a teaching to end and spelling rules to help her spell and edit. She used the word wall and dictionaries to help her when needes.  The writer used a formal tone, when necessary, she explained terms to readers, when needed and chirs help and spelling rules to help her spell and each spell and defined by and defined this sentences to help her writer used what she writer used what she writer used what she word wall and dictionaries to help her spell and edit. She used the word wall and dictionaries to help her when needes and the word wall and dictionaries to help her writer used between the word wall and dictionaries to help her when needed and the witer of any to engage the appropriate. The writer used a formal tone, when necessary, she donical bout word families and spelling rules to help her writer used a formal tone, when needessary, she explained terms to explai		figurative language to clarify		comparison, or image to	medini lister	to explain information and		The writer included	
The write made choices about which information about which information about which information include or not include. The writer used a teaching tone, to do so, he may have used phrases such, so it would make sense to readers, what that it really means is, and let me explain.  The writer used what she knew about word families and spelling rules to help her spell and dictionaries to help her spell and dictionaries to help when necessary. She writer blended shout when necessary, she and spelling used what she knew about word families and spelling grules to help her spell and dictionaries to help when necessary. The writer used a formal the writer header. The writer blended strate how to convey his information to convey his information and readers. The writer blended strate how that she knew about word families and spelling rules to help her spell and dictionaries to help her when necessary, she writer incorporated these when appropriate. The writer blended strate how that she word what she word what she when necessary she exhout how to convey his information and facts to micule but also domain-specific was best to neigh er writer used a formal these when appropriate. The writer used a formal the writer headers, and when necessary, she exhout how to convey his information. Lext boxes, or similar support. Lext boxes, or similar		his points.		explain information and		concepts and to keep her		domain-specific, technical	
was best to include or not induce. The writer not only made thorices about which information broads include. The writer used a teaching to convey his information as that means, what that?  The writer used a teaching to convey his information as that means, what that?  The writer used and let me explain.  The writer used and let me explain.  The writer used and let me other genres as needed and used text features.  The writer used a consistent, inviting, teaching tone and varied his sentences to help her spell and edit. She used the word wall and dictionaries to help her when necessary, she writer used a formal and explain.  The writer used and set me other genres as needed and used text features.  The writer used a consistent, inviting, teaching tone and varied his sentences to help her when necessary, she writer learning to explainations, teaching context clues, providing context cl		The write made choices		concepts.		reader engaged.		vocabulary, and defined	
was best to include or not include.  The writer used a teaching tone. To do so, he may tone. To do so, he may have used phrases such as that means, what that readly means is, and let me explain.  The writer used a teaching to convey his information as that means, what that readly means is, and let me explain.  The writer used a consistent, inviting, teaching tone and used text features.  The writer used a consistent, inviting, teaching tone and understand the information.  The writer used what she knew about word families and spelling rules to help her spell and edit. She used the wood wall and dictionaries to help her when needed.  The writer used a teaching to include but also explained terms to recasers, she tone, but varied it to help to her spell and edit. She used the word wall and dictionaries to help her when needed.  The writer used a toncistent, information to convey his information to explained terms to readers, she tone explained terms to readers, she tone explained terms to readers, she tone explained terms to readers, she then to explained terms to readers, she to explained terms to readers, she there writer used a consistent, information the writer used in the writer used in the writer used what she help her writer used what she help her when needed.  The writer used what she knew about word families and spelling rules to help her when needed and understand the information.  The writer used what she knew about word families and spelling rules to help her when needed and understand the information.  The writer used what she knew about word families and spelling of technical when needed and understand the information.  The writer used what she knew about word families and spelling of technical when needed and understand the information.  The writer used a consistent, in the writer used a consistent, in the writer used a		about which information		The writer not only made		The writer incorporated		these when appropriate.	
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so it would make sense to readers. The writer blended st that means, what that '. storykelling, summary, and other genres as needed and used text features.  The writer used a consistent, inviting, teaching tone and varied his sentences to help her spell and dictionaries to help her when needed.  So it would make sense to parenthetical explanations, text boxes, or similar support.  The writer supported support.  The writer supported support.  The writer used a consistent, inviting, teaching tone and a support.  The writer used a consistent, inviting, teaching tone and a style, as appropriate.  **EANGUAGE CONVENTIONS**  **LANGUAGE CONVENTIONS**  **LANGUAGE CONVENTIONS**  **LANGUAGE CONVENTIONS**  **LANGUAGE CONVENTIONS**  The writer used resources words in his writing were spelled correctly, including technical used the word wall and dictionaries to help her when needed.  **When needed**  **When needed**  **Jee and spelling rules to help her writer used its own was careful with the spelling of citations.  **When needed**  **When needed**  **When needed**  **Jee and spelling writer supported readers learning by using a readers learning by using a reaching tone and a formal support.  **The writer used a consistent, inviting tone and a formal support.  **The writer used features.  **The writer used resources words in his writing were spelled words and was careful with the spelling of citations.  **When needed**  **When needed**  **The writer used resources words in his writing were spelled words and was careful with the spelling of citations.  **When needed**  **When needed**  **The writer used resources words in his writing were spelled words and was careful with the spelling of citations.  **The writer used text boxes, or similar text boxes, or similar support.  **The writer used fearning by using a reaching tone and a formal support.  **The writer used resources with the words in writer used resources words in the writer used resources words in the writer used resources words in the writer used resources words in		tone. To do so, he may		to convey his information		providing context clues,		reader	
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really means is, and let me other genres as needed and explain.  Stoytelling, summary, and other genres as needed and explain.  The writer supported treaders' learning by using a readers' learning by using a treaching tone and a formal inviting, teaching tone and a formal style, as appropriate.  LANGUAGE CONVENTIONS  The writer used what she knew about word familles and spelling rules to help her word wall and dictionaries to help her when needed.  Style, as appropriate.  High writer used spelling tone and a formal style, as appropriate.  Style, as appropriate.  High writer used resources to help her writer used what she knew about word families level and spelling rules to help her word wall and dictionaries to help her when needed.		as that means, what that		readers. The writer blended		text boxes, or similar			
explain.    Cother genres as needed and used text features.   The writer supported readers' learning by using a teaching tone and a formal inviting, teaching tone and a formal inviting, teaching tone and a formal sylle, as appropriate.   Style, a		really means is, and let me		storytelling, summary, and		support.			
The writer used a consistent, inviting, teaching tone and a formal style, as appropriate.  **EANGUAGE CONVENTIONS**  **LANGUAGE CONVENTIONS**  **Ine writer used resources words in the word and spelling rules to help her spell and edit. She used the word wall and dictionaries to help her spell and edit. She used the word wall and dictionaries to help her when needed.  **When needed.**  **The writer used resources words in the writer checked spelling of technical, domain-specific words and was careful with the spelling of citations.  **When needed.**  **The writer used resources words in the words and was careful with the spelling of citations.**  **When needed.**  **The writer used what she krew about word families level be used the word wall and dictionaries to help her when needed.**  **The writer used resources words in the writer checked spelling of technical words and was careful with the spelling of citations.**  **The writer used resources words in the writer checked spelling of technical, domain-specific words and was careful with the spelling of citations.**  **The writer used resources words in the words and was careful with the spelling of citations.**  **The writer used resources words in the words in the writer checked spelling of technical words and was careful with the spelling of citations.**		explain.		other genres as needed and		The writer supported			
The writer used a consistent, style, as appropriate.  LANGUAGE CONVENTIONS  The writer used what she knew about word families and spelling rules to help her spell and clictionaries to help her meeded.  The writer used what she used the word wall and clictionaries to help her meeded.  The writer used what she knew about word families and spelling rules to help her spell and edit. She used the word wall and clictionaries to help her meeded.  The writer used resources which is writing were spelled correctly, including technical words and was careful with words to help her when needed.  The writer used resources level to be sure the words in level words and was careful with words and was careful with words and was careful with when needed.  The writer used resources which is writing were spelled words and was careful with words and was careful with when needed.				used text features.	<del>6</del> .	readers' learning by using a		TO AND MAN	
inviting, teaching tone and varied his sentences to help readers take in and understand the information.  **LANGUAGE CONVENTIONS***  The writer used what she knew about word families and spelling rules to help her spell and edit. She used the word wall and dictionaries to help her when needed.  **The writer used what she knew about word families and spelling rules to help her spell and edit. She used the word wall and dictionaries to help her when needed.  **The writer used resources knew resources knew about word families level bits writing were spelled correctly, including technical words and was careful with words when needed.  **The writer used resources bid:  **The writer used resources bid:  **The writer used spelling of technical words and was careful with words and was careful with words and dictionaries to help her when needed.  **The writer used resources bid:  **The writer used resources bid:  **The writer used spelling of technical words and was careful with words an				The writer used a consistent,		teaching tone and a formal			
The writer used what she knew about word families and spelling rules to help her spell and edit. She used the word wall and dictionaries to help her when needed.  **The writer used what she knew about word families and spelling rules to help her spell and edit. She used the word wall and dictionaries to help her when needed.  **The writer used conventions**  **LANGUAGE CONVENTIONS**  **LANGUAGE CONVENTIONS**  **LANGUAGE CONVENTIONS**  **Mid-**  **Inhe writer used resources wide words in level of technical, domain-specific words and was careful with the spelling of citations.  **When needed**  **When needed**  **When needed**  **Washing and conventions**  **When needed**  **Washing and conventions**  **When needed**  **Washing and conventions**  **Washing and c		-		inviting, teaching tone and	<u></u>	style, as appropriate.			
The writer used what she knew about word families and spelling rules to help her spell and edit. She used the word wall and dictionaries to help her when needed.    Amguage Conventions   Families				varied his sentences to					
The writer used what she knew about word families and spelling rules to help her spell and dictionaries to help her meeded.  LANGUAGE CONVENTIONS  The writer used what she knew about word families level to be sure the words in his writing were spelled correctly, including technical when needed.  LANGUAGE CONVENTIONS  The writer used resources which with word spelling rules to help her spell and edit. She used the word wall and dictionaries to help her when needed.				help readers take in and					
The writer used what she knew about word familles and spelling rules to help her spell and dictionaries to help her when needed.  The writer used what she knew about word familles level to be sure the words in his writing were spelled to be sure the words in his writing were spelled to be sure the words in level to be sure the words in his writing were spelled correctly, including technical when needed.  Mid- The writer used resources hid- to be sure the words in level of technical, domain-specific words and was careful with word wall and dictionaries to help her when needed.		A MANAGEMENT OF THE PROPERTY O	and the second contraction of the second				A Chesia de Maria de		
The writer used what she knew about word families and spelling rules to help her spell and dictionaries to help her when needed.  The writer used what she knew about word families and spelling rules to help her spell and edit. She used the word wall and dictionaries to help her when needed.  The writer used what she knew about word families level to be sure the words in level his writing were spelled correctly, including technical vocabulary.									TOTAL:
The writer used what she knew about word families and spelling rules to help her spell and dictionaries to help her when needed.  Mid- The writer used what she knew about word families level to be sure the words in level his writing were spelled his writing were spelled correctly, including technical when needed.				LANGUAGE	CONVI	ENTIONS			
and spelling rules to help his writing were spelled her spell and edit. She correctly, including technical used the word wall and dictionaries to help her when needed	Spelling	The writer used what she	Mid	The writer used what she	Mid-	The writer used resources	Mid-	The writer checked spelling	
her spell and edit. She correctly, including technical used the word wall and vocabulary.  dictionaries to help her when needed		and spelling rules to help	d d	and spelling rules to help	<u>a</u>	his writing were spelled	d d	words and was careful with	
used the word wall and vocabulary.  dictionaries to help her  when needed		her spell and edit. She		her spell and edit. She		correctly, including technical	,	the spelling of citations.	
		used the word wall and		used the word wall and		vocabulary.			
		w/hen needed		when needed	ARLIO (A LI				

<sup>\*</sup>Elaboration and Craft are double-weighted categories: Whatever score a student would get in these categories is worth double the amount of points. For example, if a student exceeds expectations in Elaboration, then that student would receive 8 points instead of 4 points. If a student meets standards in Elaboration, then that student would receive 6 points instead of 3 points.



INFORMATION
Teaching Rubrics

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	Punctuation and Sentence Structure		
odimistro-tanofolo di endi sunti i ritueno esseno proditeri principare i attanofolo di esperante deposande frego			Grade 4
	Mid- level		3.14 S.15
		LANGUAGE CONVENTIONS (cont.)	Grade 5 (Z POINTS)
		VENTIC	2.5 PTS
	5 5	)NS (cont.)	Grade 6
A POST CONTRACTOR CONT			3.5.PTS
TOTAL:	The writer varied his sentence structure, sometimes using simple and sometimes using complex sentence structure.  The writer used internal punctuation appropriately within sentences and when citing sources, including commas, dashes, parentheses, colons, and semicolons.		Grade 7 (4 POINTS)
TOTAL:			SCORE

Teachers, we created these rubrics so you will have your own place to pull together scores of student work. You can use these assessments immediately after giving the on-demands and also for self-assessment and setting goals.

## Scoring Guide

In each row, circle the descriptor in the column that matches the student work. Scores in the categories of Elaboration and Craft are worth double the point value (2, 3, 4, 5, 6, 7, or 8 instead of 1. 1.5, 2, 2.5, 3, 3.5, or 4).

Total the number of points and then track students' progress by seeing when the total points increase.

Total score:

If you want to translate this score into a grade, you can use the provided table to score each student on a scale of 0–4.

39-44	33.5-38.5	28-33	22.5-27.5	17-22	11.5-16.5	1-11	Number of Points
4	3.5	3	2.5	2	1.5	_	Scaled Score