

Appendix B

Reproducible Tools

Scoring Guide: Ideas

The piece's content—its central message and details that support that message.

<div>6</div> <div>HIGH</div>	<div>EXCEPTIONAL</div> <ul style="list-style-type: none"> A. Finding a Topic: The writer offers a clear, central theme or a simple, original story line that is memorable. B. Focusing the Topic: The writer narrows the theme or story line to create a piece that is clear, tight, and manageable. C. Developing the Topic: The writer provides enough critical evidence to support the theme and shows insight on the topic. Or he or she tells the story in a fresh way through an original, unpredictable plot. D. Using Details: The writer offers credible, accurate details that create pictures in the reader's mind, from the beginning of the piece to the end. Those details provide the reader with evidence of the writer's knowledge about and/or experience with the topic.
<div>5</div> <div>MIDDLE</div>	<div>STRONG</div>
<div>4</div> <div>MIDDLE</div>	<div>REFINING</div> <ul style="list-style-type: none"> A. Finding a Topic: The writer offers a recognizable but broad theme or story line. He or she stays on topic, but in a predictable way. B. Focusing the Topic: The writer needs to crystallize his or her topic around the central theme or story line. He or she does not focus on a specific aspect of the topic. C. Developing the Topic: The writer draws on personal knowledge and experience, but does not offer a unique perspective. He or she does not probe deeply, but instead gives the reader only a glimpse at aspects of the topic. D. Using Details: The writer offers details, but they do not always hit the mark because they are inaccurate or irrelevant. He or she does not create a picture in the reader's mind because key questions about the central theme or story line have not been addressed.
<div>3</div> <div>LOW</div>	<div>DEVELOPING</div>
<div>2</div> <div>LOW</div>	<div>EMERGING</div> <ul style="list-style-type: none"> A. Finding a Topic: The writer has not settled on a topic and, therefore, may offer only a series of unfocused, repetitious, and/or random thoughts. B. Focusing the Topic: The writer has not narrowed his or her topic in a meaningful way. It's hard to tell what the writer thinks is important since he or she devotes equal importance to each piece of information. C. Developing the Topic: The writer has created a piece that is so short the reader cannot fully understand or appreciate what he or she wants to say. He or she may have simply restated an assigned topic or responded to a prompt without devoting much thought or effort to it. D. Using Details: The writer has clearly devoted little attention to details. The writing contains limited or completely inaccurate information. After reading the piece, the reader is left with many unanswered questions.
<div>1</div> <div>LOW</div>	<div>RUDIMENTARY</div>

Scoring Guide: Organization

The internal structure of the piece—the thread of logic, the pattern of meaning.

<div>6</div> <div>HIGH</div>	<div>EXCEPTIONAL</div> <ul style="list-style-type: none"> A. Creating the Lead: The writer grabs the reader's attention from the start and leads him or her into the piece naturally. He or she entices the reader, providing a tantalizing glimpse of what is to come. B. Using Sequence Words and Transition Words: The writer includes a variety of carefully selected sequence words (such as <i>later</i>, <i>then</i>, and <i>meanwhile</i>) and transition words (such as <i>however</i>, <i>also</i>, and <i>clearly</i>), which are placed wisely to guide the reader through the piece by showing how ideas progress, relate, and/or diverge. C. Structuring the Body: The writer creates a piece that is easy to follow by fitting details together logically. He or she slows down to spotlight important points or events, and speeds up when he or she needs to move the reader along. D. Ending With a Sense of Resolution: The writer sums up his or her thinking in a natural, thoughtful, and convincing way. He or she anticipates and answers any lingering questions the reader may have, providing a strong sense of closure.
<div>5</div> <div>MIDDLE</div>	<div>STRONG</div>
<div>4</div> <div>MIDDLE</div>	<div>REFINING</div> <ul style="list-style-type: none"> A. Creating the Lead: The writer presents an introduction, although it may not be original or thought-provoking. Instead, it may be a simple restatement of the topic and, therefore, does not create a sense of anticipation about what is to come. B. Using Sequence Words and Transition Words: The writer uses sequence words to show the logical order of details, but they feel obvious or canned. The use of transition words is spotty and rarely creates coherence. C. Structuring the Body: The writer sequences events and important points logically, for the most part. However, the reader may wish to move a few things around to create a more sensible flow. He or she may also feel the urge to speed up or slow down for more satisfying pacing. D. Ending With a Sense of Resolution: The writer ends the piece on a familiar note: "Thank you for reading..." "Now you know all about..." or "They lived happily ever after." He or she needs to tie up loose ends to leave the reader with a sense of satisfaction or closure.
<div>3</div> <div>LOW</div>	<div>DEVELOPING</div>
<div>2</div> <div>LOW</div>	<div>EMERGING</div> <ul style="list-style-type: none"> A. Creating the Lead: The writer does not give the reader any clue about what is to come. The opening point feels as if it were chosen randomly. B. Using Sequence Words and Transition Words: The writer does not provide sequence and/or transition words between sections or provides words that are so confusing the reader is unable to sort one section from another. C. Structuring the Body: The writer does not show clearly what comes first, next, and last, making it difficult to understand how sections fit together. The writer slows down when he or she should speed up, and speeds up when he or she should slow down. D. Ending With a Sense of Resolution: The writer ends the piece with no conclusion at all—or nothing more than "The End" or something equally bland. There is no sense of resolution, no sense of completion.
<div>1</div> <div>LOW</div>	<div>RUDIMENTARY</div>

Scoring Guide: Voice

The tone and tenor of the piece—the personal stamp of the writer; which is achieved through a strong understanding of purpose and audience.

<div>6</div> <div>HIGH</div>	<div>EXCEPTIONAL</div> <ul style="list-style-type: none"> A. Establishing a Tone: The writer cares about the topic, and it shows. The writing is expressive and compelling. The reader feels the writer's conviction, authority, and integrity. B. Conveying the Purpose: The writer makes clear his or her reason for creating the piece. He or she offers a point of view that is appropriate for the mode (narrative, expository, or persuasive), which compels the reader to read on. C. Creating a Connection to the Audience: The writer speaks in a way that makes the reader want to listen. He or she has considered what the reader needs to know and the best way to convey it by sharing his or her fascination, feelings, and opinions about the topic. D. Taking Risks to Create Voice: The writer expresses ideas in new ways, which makes the piece interesting and original. The writing sounds like the writer because of his or her use of distinctive, just-right words and phrases.
<div>5</div> <div>MIDDLE</div>	<div>STRONG</div>
<div>4</div> <div>MIDDLE</div>	<div>REFINING</div> <ul style="list-style-type: none"> A. Establishing a Tone: The writer has established a tone that can be described as "pleasing" or "sincere," but not "passionate" or "compelling." He or she attempts to create a tone that hits the mark, but the overall result feels generic. B. Conveying the Purpose: The writer has chosen a voice for the piece that is not completely clear. There are only a few moments when the reader understands where the writer is coming from and why he or she wrote the piece. C. Creating a Connection to the Audience: The writer keeps the reader at a distance. The connection between reader and writer is tenuous because the writer reveals little about what is important or meaningful about the topic. D. Taking Risks to Create Voice: The writer creates a few moments that catch the reader's attention, but only a few. The piece sounds like anyone could have written it. It lacks the energy, commitment, and conviction that would distinguish it from other pieces on the same topic.
<div>3</div> <div>LOW</div>	<div>DEVELOPING</div>
<div>2</div> <div>LOW</div>	<div>EMERGING</div> <ul style="list-style-type: none"> A. Establishing a Tone: The writer has produced a lifeless piece—one that is monotonous, mechanical, repetitious, and/or off-putting to the reader. B. Conveying the Purpose: The writer chose the topic for mysterious reasons. The piece may be filled with random thoughts, technical jargon, or inappropriate vocabulary, making it impossible to discern how the writer feels about the topic. C. Creating a Connection to the Audience: The writer provides no evidence that he or she has considered what the reader might need to know to connect with the topic. Or there is an obvious mismatch between the piece's tone and the intended audience. D. Taking Risks to Create Voice: The writer creates no highs and lows. The piece is flat and lifeless, causing the reader to wonder why he or she wrote it in the first place. The writer's voice does not pop out, even for a moment.
<div>1</div>	<div>RUDIMENTARY</div>

Scoring Guide: Word Choice

The specific vocabulary the writer uses to convey meaning and enlighten the reader.

<div>6</div> <div>HIGH</div>	<div>EXCEPTIONAL</div> <p>A. Applying Strong Verbs: The writer uses many “action words,” giving the piece punch and pizzazz. He or she has stretched to find lively verbs that add energy to the piece.</p> <p>B. Selecting Striking Words and Phrases: The writer uses many finely honed words and phrases. His or her creative and effective use of literary techniques such as alliteration, simile, and metaphor makes the piece a pleasure to read.</p> <p>C. Using Specific and Accurate Words: The writer uses words with precision. He or she selects words the reader needs to fully understand the message. The writer chooses nouns, adjectives, adverbs, and so forth that create clarity and bring the topic to life.</p> <p>D. Choosing Words That Deepen Meaning: The writer uses words to capture the reader’s imagination and enhance the piece’s meaning. There is a deliberate attempt to choose the best word over the first word that comes to mind.</p>
<div>5</div> <div>MIDDLE</div>	<div>STRONG</div>
<div>4</div> <div>MIDDLE</div>	<div>REFINING</div> <p>A. Applying Strong Verbs: The writer uses the passive voice quite a bit and includes few “action words” to give the piece energy.</p> <p>B. Selecting Striking Words and Phrases: The writer provides little evidence that he or she has stretched for the best words or phrases. He or she may have attempted to use literary techniques, but they are clichés for the most part.</p> <p>C. Using Specific and Accurate Words: The writer presents specific and accurate words, except for those related to sophisticated and/or content-related topics. Technical or irrelevant jargon is off-putting to the reader. The words rarely capture the reader’s imagination.</p> <p>D. Choosing Words That Deepen Meaning: The writer fills the piece with unoriginal language rather than language that results from careful revision. The words communicate the basic idea, but they are ordinary and uninspired.</p>
<div>3</div> <div>LOW</div>	<div>DEVELOPING</div>
<div>2</div> <div>LOW</div>	<div>EMERGING</div> <p>A. Applying Strong Verbs: The writer makes no attempt at selecting verbs with energy. The passive voice dominates the piece.</p> <p>B. Selecting Striking Words and Phrases: The writer uses words that are repetitive, vague, and/or unimaginative. Limited meaning comes through because the words are so lifeless.</p> <p>C. Using Specific and Accurate Words: The writer misuses words, making it difficult to understand what he or she is attempting to convey. Or he or she uses words that are so technical, inappropriate, or irrelevant that the average reader can hardly understand what he or she is saying.</p> <p>D. Choosing Words That Deepen Meaning: The writer uses many words and phrases that simply do not work. Little meaning comes through because the language is so imprecise and distracting.</p>
<div>1</div> <div>LOW</div>	<div>RUDIMENTARY</div>

Scoring Guide: Sentence Fluency

The way words and phrases flow through the piece. It is the auditory trait because it's "read" with the ear as much as the eye.

<div>6</div> <div>HIGH</div>	<div>EXCEPTIONAL</div> <p>A. Crafting Well-Built Sentences: The writer carefully and creatively constructs sentences for maximum impact. Transition words such as <i>but</i>, <i>and</i>, and <i>so</i> are used successfully to join sentences and sentence parts.</p> <p>B. Varying Sentence Types: The writer uses various types of sentences (simple, compound, and/or complex) to enhance the central theme or story line. The piece is made up of an effective mix of long, complex sentences and short, simple ones.</p> <p>C. Capturing Smooth and Rhythmic Flow: The writer thinks about how the sentences sound. He or she uses phrasing that is almost musical. If the piece were read aloud, it would be easy on the ear.</p> <p>D. Breaking the "Rules" to Create Fluency: The writer diverges from standard English to create interest and impact. For example, he or she may use a sentence fragment, such as "All alone in the forest," or a single word, such as "Bam!" to accent a particular moment or action. He or she might begin with informal words such as <i>well</i>, <i>and</i>, or <i>but</i> to create a conversational tone, or he or she might break rules intentionally to make dialogue sound authentic.</p>
<div>5</div> <div>MIDDLE</div>	<div>STRONG</div> <p>A. Crafting Well-Built Sentences: The writer offers simple sentences that are sound but no long, complex ones. He or she attempts to vary the beginnings and lengths of sentences.</p> <p>B. Varying Sentence Types: The writer exhibits basic sentence sense and offers some sentence variety. He or she attempts to use different types of sentences, but in doing so creates an uneven flow rather than a smooth, seamless one.</p> <p>C. Capturing Smooth and Rhythmic Flow: The writer has produced a text that is uneven. Many sentences read smoothly, whereas others are choppy or awkward.</p> <p>D. Breaking the "Rules" to Create Fluency: The writer includes fragments, but they seem more accidental than intentional. He or she uses informal words such as <i>well</i>, <i>and</i>, and <i>but</i> inappropriately to start sentences, and pays little attention to making dialogue sound authentic.</p>
<div>4</div> <div>LOW</div>	<div>REFINING</div> <p>A. Crafting Well-Built Sentences: The writer offers simple sentences that are sound but no long, complex ones. He or she attempts to vary the beginnings and lengths of sentences.</p> <p>B. Varying Sentence Types: The writer exhibits basic sentence sense and offers some sentence variety. He or she attempts to use different types of sentences, but in doing so creates an uneven flow rather than a smooth, seamless one.</p> <p>C. Capturing Smooth and Rhythmic Flow: The writer has produced a text that is uneven. Many sentences read smoothly, whereas others are choppy or awkward.</p> <p>D. Breaking the "Rules" to Create Fluency: The writer includes fragments, but they seem more accidental than intentional. He or she uses informal words such as <i>well</i>, <i>and</i>, and <i>but</i> inappropriately to start sentences, and pays little attention to making dialogue sound authentic.</p>
<div>3</div>	<div>DEVELOPING</div>
<div>2</div>	<div>EMERGING</div> <p>A. Crafting Well-Built Sentences: The writer's sentences, even simple ones, are often flawed. Sentence beginnings are repetitive and uninspired.</p> <p>B. Varying Sentence Types: The writer uses a single, repetitive sentence pattern throughout or connects sentence parts with an endless string of transition words such as <i>and</i>, <i>but</i>, <i>or</i>, and <i>because</i>, which distracts the reader.</p> <p>C. Capturing Smooth and Rhythmic Flow: The writer has created a text that is a challenge to read aloud since the sentences are incomplete, choppy, stilted, rambling, and/or awkward.</p> <p>D. Breaking the "Rules" to Create Fluency: The writer offers few or no simple, well-built sentences, making it impossible to determine whether he or she has done anything out of the ordinary. Global revision is necessary before sentences can be revised for stylistic and creative purposes.</p>
<div>1</div>	<div>RUDIMENTARY</div>

Scoring Guide: Conventions

The mechanical correctness of the piece. Correct use of conventions (spelling, capitalization, punctuation, paragraphing, and grammar and usage) guides the reader through the text easily.

<div>6</div> <div>HIGH</div>	<div>EXCEPTIONAL</div> <ul style="list-style-type: none"> A. Checking Spelling: The writer spells sight words, high-frequency words, and less familiar words correctly. When he or she spells less familiar words incorrectly, those words are phonetically correct. Overall, the piece reveals control in spelling. B. Punctuating Effectively and Paragraphing Accurately: The writer handles basic punctuation skillfully. He or she understands how to use periods, commas, question marks, and exclamation points to enhance clarity and meaning. Paragraphs are indented in the right places. The piece is ready for a general audience. C. Capitalizing Correctly: The writer uses capital letters consistently and accurately. A deep understanding of how to capitalize dialogue, abbreviations, proper names, and titles is evident. D. Applying Grammar and Usage: The writer forms grammatically correct phrases and sentences. He or she shows care in applying the rules of standard English. The writer may break from those rules for stylistic reasons, but otherwise abides by them.
<div>5</div> <div>MIDDLE</div>	<div>STRONG</div>
<div>4</div> <div>MIDDLE</div>	<div>REFINING</div> <ul style="list-style-type: none"> A. Checking Spelling: The writer incorrectly spells a few high-frequency words and many unfamiliar words and/or sophisticated words. B. Punctuating Effectively and Paragraphing Accurately: The writer handles basic punctuation marks (such as end marks on sentences and commas in a series) well. However, he or she might have trouble with more complex punctuation marks (such as quotation marks, parentheses, and dashes) and with paragraphing, especially on longer pieces. C. Capitalizing Correctly: The writer capitalizes the first word in sentences and most common proper nouns. However, his or her use of more complex capitalization is spotty when it comes to dialogue, abbreviations, and proper names ("<i>aunt Maria</i>" instead of "<i>Aunt Maria</i>" or "<i>my aunt</i>," for instance). D. Applying Grammar and Usage: The writer has made grammar and usage mistakes throughout the piece, but they do not interfere with the reader's ability to understand the message. Issues related to agreement, tense, and word usage appear here and there, but can be easily corrected.
<div>3</div> <div>LOW</div>	<div>DEVELOPING</div>
<div>2</div> <div>LOW</div>	<div>EMERGING</div> <ul style="list-style-type: none"> A. Checking Spelling: The writer has misspelled many words, even simple ones, which causes the reader to focus on conventions rather than on the central theme or story line. B. Punctuating Effectively and Paragraphing Accurately: The writer has neglected to use punctuation, used punctuation incorrectly, and/or forgotten to indent paragraphs, making it difficult for the reader to find meaning. C. Capitalizing Correctly: The writer uses capitals inconsistently, even in common places such as the first word in the sentence. He or she uses capitals correctly in some places but has no consistent control over them. D. Applying Grammar and Usage: The writer makes frequent mistakes in grammar and usage, making it difficult to read and understand the piece. Issues related to agreement, tense, and word usage abound.
<div>1</div> <div>LOW</div>	<div>RUDIMENTARY</div>

Scoring Guide: Presentation

The physical appearance of the piece. A visually appealing text provides a welcome mat. It invites the reader in.

<div>6</div> <div>HIGH</div>	<div>EXCEPTIONAL</div> <ul style="list-style-type: none"> A. Applying Handwriting Skills: The writer uses handwriting that is clear and legible. Whether he or she prints or uses cursive, letters are uniform and slant evenly throughout the piece. Spacing between words is consistent. B. Using Word Processing Effectively: The writer uses a font style and size that are easy to read and are a good match for the piece's purpose. If he or she uses color, it enhances the piece's readability. C. Making Good Use of White Space: The writer frames the text with appropriately sized margins. Artful spacing between letters, words, and lines makes reading a breeze. There are no cross-outs, smudges, or tears on the paper. D. Refining Text Features: The writer effectively places text features such as headings, page numbers, titles, and bullets on the page and aligns them clearly with the text they support.
<div>5</div> <div>MIDDLE</div>	<div>STRONG</div> <ul style="list-style-type: none"> A. Applying Handwriting Skills: The writer has readable handwriting, but his or her inconsistent letter slanting, spacing, and formation distract from the central theme or story line. B. Using Word Processing Effectively: The writer uses an easy-to-read font but formats it in a way that makes the piece cluttered and distracting. His or her choice of font style and/or size may not match the writing's purpose. He or she may use color with varying degrees of success. C. Making Good Use of White Space: The writer creates margins but they are inconsistent or ineffective as a frame for the piece. Spacing between letters, words, and lines makes reading difficult at times. An occasional cross-out or smudge blemishes the piece. D. Refining Text Features: The writer includes complex text features such as charts, graphs, maps, and tables, but not clearly or consistently. However, he or she does a good job with less complex features such as the size and placement of the title, bullets, sidebars, subheadings, illustrations, and page numbers.
<div>4</div> <div>MIDDLE</div>	<div>REFINING</div> <ul style="list-style-type: none"> A. Applying Handwriting Skills: The writer has readable handwriting, but his or her inconsistent letter slanting, spacing, and formation distract from the central theme or story line. B. Using Word Processing Effectively: The writer uses an easy-to-read font but formats it in a way that makes the piece cluttered and distracting. His or her choice of font style and/or size may not match the writing's purpose. He or she may use color with varying degrees of success. C. Making Good Use of White Space: The writer creates margins but they are inconsistent or ineffective as a frame for the piece. Spacing between letters, words, and lines makes reading difficult at times. An occasional cross-out or smudge blemishes the piece. D. Refining Text Features: The writer includes complex text features such as charts, graphs, maps, and tables, but not clearly or consistently. However, he or she does a good job with less complex features such as the size and placement of the title, bullets, sidebars, subheadings, illustrations, and page numbers.
<div>3</div> <div>LOW</div>	<div>DEVELOPING</div> <ul style="list-style-type: none"> A. Applying Handwriting Skills: The writer forms letters and uses space in a way that makes the piece virtually illegible. The handwriting is a visual barrier. B. Using Word Processing Effectively: The writer creates a dizzying display of different font styles and sizes, making the piece virtually unreadable. The misuse of color also detracts. C. Making Good Use of White Space: The writer formats margins inconsistently and uses white space ineffectively, making the piece hard to read. Space between letters, words, and lines is nonexistent, or there is so much space it's distracting. D. Refining Text Features: The writer does not include features or includes features that are confusing or indecipherable rather than useful to the reader. The paper is seriously marred with cross-outs, smudges, and/or tears.
<div>2</div> <div>LOW</div>	<div>EMERGING</div> <ul style="list-style-type: none"> A. Applying Handwriting Skills: The writer forms letters and uses space in a way that makes the piece virtually illegible. The handwriting is a visual barrier. B. Using Word Processing Effectively: The writer creates a dizzying display of different font styles and sizes, making the piece virtually unreadable. The misuse of color also detracts. C. Making Good Use of White Space: The writer formats margins inconsistently and uses white space ineffectively, making the piece hard to read. Space between letters, words, and lines is nonexistent, or there is so much space it's distracting. D. Refining Text Features: The writer does not include features or includes features that are confusing or indecipherable rather than useful to the reader. The paper is seriously marred with cross-outs, smudges, and/or tears.
<div>1</div>	<div>RUDIMENTARY</div>

The 6pt. Grading Chart

Grading Chart: Points to Percentages

		Number of Traits Scored						
Total Points		7	6	5	4	3	2	1
1								60.00%
2							60.00%	68.00%
3						60.00%	64.00%	76.00%
4					60.00%	62.67%	68.00%	84.00%
5				60.00%	62.00%	65.33%	72.00%	92.00%
Grade 6			60.00%	61.60%	64.00%	68.00%	76.00%	100.00%
F	7	60.00%	61.33%	63.20%	66.00%	70.67%	80.00%	
	8	61.14%	62.67%	64.80%	68.00%	73.33%	84.00%	
	9	62.29%	64.00%	66.40%	70.00%	76.00%	88.00%	
	10	63.43%	65.33%	68.00%	72.00%	78.67%	92.00%	
	11	64.57%	66.67%	69.60%	74.00%	81.33%	96.00%	
D	12	65.71%	68.00%	71.20%	76.00%	84.00%	100.00%	
	13	66.86%	69.33%	72.80%	78.00%	86.67%		
	14	68.00%	70.67%	74.40%	80.00%	89.33%		
	15	69.14%	72.00%	76.00%	82.00%	92.00%		
	16	70.29%	73.33%	77.60%	84.00%	94.67%		
C	17	71.43%	74.67%	79.20%	86.00%	97.33%		
	18	72.57%	76.00%	80.80%	88.00%	100.00%		
	19	73.71%	77.33%	82.40%	90.00%			
	20	74.86%	78.67%	84.00%	92.00%			
	21	76.00%	80.00%	85.60%	94.00%			
B	22	77.14%	81.33%	87.20%	96.00%			
	23	78.29%	82.67%	88.80%	98.00%			
	24	79.43%	84.00%	90.40%	100.00%			
	25	80.57%	85.33%	92.00%				
	26	81.71%	86.67%	93.60%				
A	27	82.86%	88.00%	95.20%				
	28	84.00%	89.33%	96.80%				
	29	85.14%	90.67%	98.40%				
	30	86.29%	92.00%	100.00%				
	31	87.43%	93.33%					
A+	32	88.57%	94.67%					
	33	89.71%	96.00%					
	34	90.86%	97.33%					
	35	92.00%	98.67%					
	36	93.14%	100.00%					
A+	37	94.29%						
	38	95.43%						
	39	96.57%						
	40	97.71%						
	41	98.86%						
A+	42	100.00%						

Scoring Guide: Narrative Writing

Narrative writing re-creates a real or imagined experience. It usually contains four elements: characters, a setting, a chronological sequence of events, and a conflict or problem to be solved. The writer typically builds in high points by putting characters into interesting situations, weaving in plot twists, incorporating vivid details, and creating a central conflict or problem that builds suspense and holds the piece together.

<div>6</div> <div>HIGH</div>	<div>Exceptional</div> <ul style="list-style-type: none"> Starts with a lead that sets up the story and draws in the reader. Contains characters that are believable, fresh, and well described. The characters grow and learn. Describes a setting that is unique and rich. Features events that are logically sequenced and move the story forward. Time and place work in harmony. Is a complete story that has never been told or is an original twist on a familiar story. The plot is well developed. There is a key conflict or problem that is compelling and eventually solved. Features well-used literary techniques, such as foreshadowing and symbolism. Leaves the reader feeling intrigued, delighted, surprised, entertained, and/or informed. Ends satisfyingly because the key conflict or problem is solved thoughtfully and credibly.
	<div>5</div> <div>Strong</div>
<div>4</div> <div>MIDDLE</div>	<div>Refining</div> <ul style="list-style-type: none"> Starts with a lead that sets the scene, but is predictable or unoriginal. Contains characters that are a bit too familiar. The characters show little change in their thinking or understanding as the story moves along. Offers a setting that is not described all that well. Features events that are given the same level of importance. Significant ones mingle with trivial ones, and sometimes stray from the main story line. Is a nearly complete story that may not contain new or original thinking. The plot moves forward, but then stumbles. Minor conflicts and problems distract from major ones. Contains examples of literary techniques such as foreshadowing and symbolism that are not all that effective. Leaves the reader engaged at some points, detached at others. Ends by providing the reader with a sense of resolution, but he or she may also feel unsatisfied or perplexed.
	<div>3</div> <div>Developing</div>
<div>2</div> <div>LOW</div>	<div>Emerging</div> <ul style="list-style-type: none"> Starts with a lead that is perfunctory: "I'm going to tell you about the time..." Contains characters that don't feel real. The unconvincing characters are stereotypes or cardboard cutouts. Offers a setting that is not at all described clearly and/or completely. Features simple, incomplete events that don't relate to one another and/or add up to anything much. There is a mismatch between the time and place. Is a story that jumps around illogically. There is no clear conflict or problem to be solved. Contains no examples of literary techniques—or, at most, poor, purposeless ones Leaves the reader frustrated and/or disappointed. He or she feels the story was not thought out before it was committed to paper. Finishes with no clear ending or, at most, a halfhearted attempt at an ending, leaving the reader wondering why he or she bothered to read the piece.
	<div>1</div> <div>Rudimentary</div>

Scoring Guide: Expository/Informational

The primary purpose for expository writing is to inform or explain, using reliable and accurate information. Although usually associated with the research report or traditional essay, expository writing needn't always contain "just the facts." The writer might include personal experiences, details from his or her life, to enliven the piece. Strong expository writing has an authoritative, knowledgeable, and confident voice that adds credibility.

<div>6</div> <div>HIGH</div>	exceptional	<ul style="list-style-type: none"> • Delves into what really matters about the topic. • Offers an insider's perspective. • Provides unexpected or surprising details that go beyond the obvious. • Is focused, coherent, and well organized. • Invites the reader to analyze and synthesize details to draw his or her own conclusions. • Is bursting with fascinating, original facts that are accurate and, when appropriate, linked to a primary source. • Contains anecdotes that bring the topic to life. • Anticipates and answers the reader's questions. • Stays on point and contains a compelling voice until the end.
	Strong	
<div>4</div> <div>MIDDLE</div>	refining	<ul style="list-style-type: none"> • Provides an overview of the topic and only a few key facts. • Offers the perspective of an outsider looking in. • Lacks fresh thinking or surprises. Relies too heavily on common knowledge. Provides mostly mundane, predictable details about the topic. • Is relatively focused, coherent, and organized. Generally stays on topic. • Contains focused descriptions, but also fuzzy ones. The writer doesn't consistently connect the dots. • Includes facts that are somewhat suspicious and not linked to primary sources. • Features few, if any, anecdotes to bring the topic to life. • Does not anticipate the reader's questions. • Speaks in a spotty voice—commanding one moment, cautious the next.
	developing	
<div>2</div> <div>LOW</div>	emerging	<ul style="list-style-type: none"> • Misses the main point completely. The writer's purpose is not clear. • Offers a complete outsider's perspective. • Contains details that are completely unrelated to the main topic. • Is unfocused, incoherent, and poorly organized. • Makes sweeping statements. Nothing new is shared. • Lacks fascinating, original facts. Any facts the piece does contain are seemingly inaccurate or unsupported. • Contains no anecdotes to bring the topic to life. • Does not anticipate the reader's questions. In fact, the piece contains no evidence that the writer has thought about audience at all. • Requires energy to read from beginning to end.
	rudimentary	
<div>1</div>		

Scoring Guide: Persuasive—Opinion/Argument

Persuasive writing contains a strong argument based on solid information that convinces the reader to embrace the writer's point of view. Sometimes persuasive writing is a call to action, such as a donation solicitation from a charitable organization. Other times, it's an attempt to change attitudes, such as an op-ed piece in your local newspaper. Regardless of the format, the writing needs to be clear, compelling, and well supported. The writer should not waver in his or her position.

<p>6</p> <p>HIGH</p>	<p>exceptional</p> <ul style="list-style-type: none"> • Influences the reader's thinking through sound reasoning and a compelling argument. • Contains opinions that are well supported by facts and personal experiences. Differences between opinion, facts, and personal experiences are clear. • Takes a position that is defensible and logical. • Exposes weaknesses of other positions. • Avoids generalities and exaggerations. • Includes many moments of sound reasoning and judgment. • Reveals only the best evidence to make the strongest statement possible. • Connects to a larger "truth."
<p>5</p> <p>MIDDLE</p>	<p>Strong</p>
<p>4</p> <p>MIDDLE</p>	<p>refining</p> <ul style="list-style-type: none"> • Raises questions for the reader, but may fail to persuade him or her because the thinking is superficial and only hints at something deep. • Mixes opinions, facts, and personal experiences. The piece relies on emotion more than truth. Data may be present, but not used to full effect. • Contains an argument that starts out strong, but fades. Offers few new insights into the topic. • Attempts to expose holes in other opinions, with mixed results. • Features generalities or exaggerations, but also concrete information and clear examples. • Includes a few moments of sound reasoning and judgment. • Contains some evidence that hits the mark and some that veers off course. • Waffles. Many statements are plausible while others are far-fetched, leaving the reader unconvinced.
<p>3</p> <p>LOW</p>	<p>developing</p>
<p>2</p> <p>LOW</p>	<p>emerging</p> <ul style="list-style-type: none"> • Does not influence the reader. The writer's thinking and reasoning is vulnerable to attack. • Abounds with opinions that are not supported by facts or personal experiences. • Takes a position that is not clear or not credible. The argument is illogical or implausible. • Ignores the opposing side of the argument. • Offers only generalities and exaggerations—no hard facts that could sway the reader. • Includes no moments of sound reasoning and judgment. • Lacks the evidence necessary for the reader to take a stand. • Does not question or does not probe. The piece misses the target.
<p>1</p>	<p>rudimentary</p>

Think About FOR WRITING PROCESS



Think About Prewriting:

- Did I think through my topic?
- Did I plan the best way to organize my ideas?
- Did I consider the right voice for my audience?
- Did I read and gather information from lots of sources?

Think About Drafting:

- Did I check my prewriting ideas as I started to write?
- Did I let my ideas flow, knowing I can revise and edit later?
- Did I consider what the reader needs to know?
- Did I attempt a beginning, middle, and end that make sense?

Think About Revising:

- Did I focus the topic and use accurate and original details?
- Did I fit all the parts together logically from beginning to end?
- Did I add energy by showing how I think and feel?
- Did I use words and sentences that are precise, fresh, and varied?

Think About Editing:

- Did I correct any misspelled words?
- Did I use punctuation and paragraphing to make my ideas flow?
- Did I capitalize the right words?
- Did I follow the rules of standard English grammar and usage?

Think About Finishing/Publishing:

- Did I apply handwriting skills?
- Did I use word processing effectively?
- Did I make good use of white space?
- Did I add text features that help the reader through the text?

Think About KEY QUALITY IDEAS



Think About Finding a Topic

- Have I chosen a topic that I really like?
- Do I have something new to say about this topic?
- Am I writing about what I know and care about?
- Have I gathered enough information about it so that I'm ready to write?

Think About Focusing the Topic

- Have I zeroed in on one small part of a bigger idea?
- Can I sum up my idea in a simple sentence?
- Have I chosen the information that best captures my idea?
- Have I thought deeply about what the reader will need to know?

Think About Developing the Topic

- Am I sure my information is right?
- Have I thought about what the reader needs to know to understand this idea?
- Do my ideas offer a new way of thinking about this topic?
- Have I included enough information to be credible?

Think About Using Details

- Did I create a picture in the reader's mind?
- Did I use details that draw upon the five senses? (sight, touch, taste, smell, hearing)
- Do my details stay on the main topic?
- Did I stretch for details beyond the obvious?

Think About KEY QUALITY ORGANIZATION



Think About Creating the Lead

- Did I give the reader something interesting to think about right from the start?
- Will the reader want to keep reading?
- Have I tried to get the reader's attention?
- Did I let the reader know what is coming?

Think About Using Sequence Words and Transition Words

- Have I used sequence words such as *later*, *then*, and *meanwhile*?
- Did I use a variety of transition words such as *however*, *because*, *also*, and *for instance*?
- Have I shown how ideas connect from sentence to sentence?
- Does my organization make sense from paragraph to paragraph?

Think About Structuring the Body

- Have I shown the reader where to slow down and where to speed up?
- Do all the details fit where they are placed?
- Will the reader find it easy to follow my ideas?
- Does the organization help the main idea stand out?

Think About Ending with a Sense of Resolution

- Have I wrapped up all the loose ends?
- Have I ended at the best place?
- Do I have an ending that makes my writing feel finished?
- Did I leave the reader with something important to think about?

Think About KEY QUALITY VOICE



Think About Establishing a Tone

- Can I name the primary feeling of my writing (e.g., happy, frustrated, knowledgeable, scared, convincing)?
- Have I varied the tone from the beginning to the end?
- Have I used expressive language?
- Did I show that I care about this topic?

Think About Conveying the Purpose

- Is the purpose of my writing clear?
- Does my point of view come through?
- Is this the right tone for this kind of writing?
- Have I used strong voice throughout this piece?

Think About Creating a Connection to the Audience

- Have I thought about the reader?
- Is this the right voice for the audience?
- Have I shown what matters most to me in this piece?
- Will the reader know how I think and feel about the topic?

Think About Taking Risks to Create Voice

- Have I used words that are not ordinary?
- Is my writing interesting, fresh, and original?
- Have I tried to make my writing sound like me?
- Have I tried something different from what I've done before?

Think About KEY QUALITY WORD CHOICE



Think About Applying Strong Verbs

- Have I used action words?
- Did I stretch to use a more specific word—for example, *scurry* rather than *run*?
- Do my verbs give my writing punch and pizzazz?
- Did I avoid *is, am, are, was, were, be, being, and been* wherever I could?

Think About Selecting Striking Words and Phrases

- Did I try to use words that sound just right?
- Did I try hyphenating several shorter words to make an interesting-sounding new word?
- Did I try putting words that have the same sound together?
- Did I read my piece aloud to find at least one or two moments I love?

Think About Using Specific and Accurate Words

- Have I used nouns and modifiers that help the reader see a picture?
- Do I avoid using words that might confuse the reader?
- Did I try a new word and, if so, check to make sure I used it correctly?
- Are these the best words that can be used?

Think About Choosing Words That Deepen Meaning

- Did I choose words that show I really thought about them?
- Have I tried to use words without repeating myself?
- Do my words capture the reader's imagination?
- Have I found the best way to express myself?

Think About KEY QUALITY SENTENCE FLUENCY



Think About Crafting Well-Built Sentences

- Do my sentences begin in different ways?
- Are my sentences different lengths?
- Are my sentences grammatically correct unless constructed creatively for impact?
- Have I used conjunctions such as *and*, *but*, and *or* to connect parts of sentences?

Think About Varying Sentence Types

- Do I use different kinds of sentences?
- Are some of my sentences complex?
- Are some of my sentences simple?
- Did I intermingle sentence types from one to the next?

Think About Capturing Smooth and Rhythmic Flow

- Is it easy to read the entire piece aloud?
- Do my sentences flow from one to the next?
- Do individual passages sound smooth when I read them aloud?
- Did I thoughtfully use different sentence types to enhance the main idea?

Think About Breaking the “Rules” to Create Fluency

- Did I use fragments with style and purpose?
- Did I begin a sentence informally to create a conversational tone?
- Does my dialogue sound authentic?
- Did I try weaving in exclamations and single words to add emphasis?

Think About KEY QUALITY CONVENTIONS



Think About Checking Spelling

- Have I used standard English spelling, unless I chose not to for a good reason?
- Have I checked words that don't look right to me?
- Have I used the resources in the room (e.g., charts, word walls, word lists) to help with spelling?
- Have I checked my work for words I have trouble spelling?

Think About Punctuating Effectively

- Did I place quotation marks around dialogue and direct quotes?
- Did I punctuate complex sentences correctly?
- Did I use apostrophes to show possessives and contractions?
- Did I begin new paragraphs in the appropriate places?

Think About Capitalizing Correctly

- Did I capitalize proper nouns for people, places, and things?
- Did I capitalize dialogue correctly?
- Did I capitalize abbreviations, acronyms, and people's titles correctly?
- Did I capitalize the title and/or other headings?

Think About Applying Grammar and Usage

- Did I use special words such as homophones, synonyms, and antonyms correctly?
- Did I check my sentences for subject-verb agreement?
- Did I use verb tense (past, present, future) consistently throughout my piece?
- Did I make sure pronouns and their antecedents (the word they stand for) agree?

Think About KEY QUALITY PRESENTATION



Think About Applying Handwriting Skills

- Is my handwriting neat and legible?
- Did I take time to form each letter clearly?
- Do my letters slant evenly throughout?
- Did I leave space between words to enhance readability?

Think About Using Word Processing Effectively

- Is my choice of font easy to read and appropriate for the audience?
- Is the font size appropriate?
- Did I use formatting such as boldfacing, underlining, and italicizing effectively?
- Does color enhance the look and feel of my piece, or does it weaken them?

Think About Making Good Use of White Space

- Do my margins frame the text evenly on all four sides?
- Did I leave enough white space between letters, words, and lines to make the piece easy to read?
- Did I avoid cross-outs, smudges, and tears?
- Did I create a nice balance of text, text features, illustrations, photographs, and white space?

Think About Refining Text Features

- Do my illustrations and photographs help to make the piece easy to understand?
- Did I include my name, date, title, page numbers, and other headers and footers?
- Are text features such as bulleted lists, sidebars, and time lines clear, well positioned, and effective in guiding the reader and enhancing meaning?
- Are charts, graphs, and tables easy to read and understand?

Student-Friendly Scoring Guide

Ideas

6



5



4



3



2



1

I've Got It!

- * I picked a topic and stuck with it.
- * My topic is small enough to handle.
- * I know a lot about this topic.
- * My topic is bursting with fascinating details.

On My Way

- * I've wandered off my main topic in a few places.
- * My topic might be a little too big to handle.
- * I know enough about my topic to get started.
- * Some of my details are too general.

Just Starting

- * I have included several ideas that might make a good topic.
- * No one idea stands out as most important.
- * I'm still looking for a topic that will work well.
- * My details are fuzzy or not clear.

Student-Friendly Scoring Guide

Organization

6



I've Got It!

- * I included a bold beginning.
- * I've shown how the ideas connect.
- * My ideas are in an order that really works.
- * My ending leaves you with something to think about.

5



4

On My Way

- * There is a beginning, but it's not particularly special.
- * Most of my details fit logically; I could move or get rid of others.
- * Sections of my writing flow logically, but other parts seem out of place.
- * My ending is not original, but it does clearly show where the piece stops.

3



2

Just Starting

- * I forgot to write a clear introduction to this piece.
- * I have the right "stuff" to work with, but it's not in order.
- * The order of my details are jumbled and confusing.
- * Oops! I forgot to end my piece with a wrap-up.

1

Student-Friendly Scoring Guide

Voice

6



5

I've Got It!

- * I used a distinctive tone that works with the topic.
- * I was clear about why I was writing, so my voice is believable.
- * The audience will connect with what I wrote.
- * I tried some new ways of expressing myself to add interest.

4



3

On My Way

- * I played it safe. You only get a glimpse of me in this piece.
- * I wasn't always clear about my purpose, so my voice fades in and out.
- * I'm only mildly interested in this topic.
- * I didn't try to express myself in new ways.

2



1

Just Starting

- * I didn't share anything about what I think and feel in this piece.
- * I'm not sure what or why I'm writing.
- * This topic is not interesting to me at all.
- * I'm bored and it shows.

Student-Friendly Scoring Guide

Word Choice

6



5

I've Got It!

- * I used strong verbs to add energy.
- * My words are specific and are colorful, fresh, and snappy.
- * My words help my reader see my ideas.
- * My words are accurate and used correctly.

4



3

On My Way

- * Only one or two verbs stand out in this piece.
- * I've used many ordinary words; there's no sparkle.
- * My words give the reader the most general picture of the idea.
- * I've misused some words or overused others.

2



1

Just Starting

- * I haven't used any verbs that convey energy.
- * I've left out key words.
- * Many of my words are repetitive or just wrong.
- * I'm confused about how to use words as I write.

Student-Friendly Scoring Guide

Sentence Fluency

6



5



4



3



2



1

I've Got It!

- ✿ My sentences are well built and have varied beginnings.
- ✿ I've varied the length and structure of my sentences.
- ✿ My sentences read smoothly.
- ✿ I've tried to write using interjections or fragments to create variety.

On My Way

- ✿ My sentences are working pretty well.
- ✿ I've tried a couple of ways to begin my sentences differently, but could do more.
- ✿ When I read my piece aloud, there are a few places that need smoothing.
- ✿ I might put some sentences together or I could cut a few in two.

Just Starting

- ✿ My sentences aren't working well.
- ✿ The beginnings of my sentences sound the same.
- ✿ I'm having trouble reading my piece aloud.
- ✿ I've used words like *and* or *but* too many times.

Student-Friendly Scoring Guide

Conventions

6



5

I've Got It!

- * My spelling is magnificent.
- * I put capital letters in all the right places.
- * I used punctuation correctly to make my writing easy to read.
- * I used correct grammar and indented paragraphs where necessary.

4



3

On My Way

- * Only my simpler words are spelled correctly.
- * I used capital letters in easy spots.
- * I have correct punctuation in some places but not in others.
- * There are a few places where the grammar isn't quite right, and I've forgotten to indicate paragraphs except at the beginning.

2



1

Just Starting

- * My words are hard to read and understand because of the spelling.
- * I've not followed the rules for capitalization.
- * My punctuation is missing or in the wrong places.
- * The grammar needs a lot of work. I forgot about using paragraphs.

Student-Friendly Scoring Guide

Presentation

6



5



4



3



2



1

I've Got It!

- ✿ I've used my very best handwriting.
- ✿ My font choices are very readable.
- ✿ The margins on my paper are even and frame the writing.
- ✿ I've used a heading and numbered pages or bulleted a list or fancy capital.

On My Way

- ✿ My handwriting is readable, but it's not my best.
- ✿ I picked one main font but then added too many fancy fonts.
- ✿ I started out with even margins but they didn't end up that way.
- ✿ I put my name and date on my paper but I didn't try anything else..

Just Starting

- ✿ Yikes! I'm having a hard time reading my own handwriting.
- ✿ My fonts are distracting.
- ✿ I didn't use margins and my writing doesn't have white space.
- ✿ I forgot all about adding my name, the date, page numbers, and more.

Grades
3–5

Mode: Narrative

Informational / Explanatory

Purpose: To tell a story

I've Got It !

6

- My story has a solid plot with a conflict that is resolved. Yes!
- I have come up with several fresh and original characters.
- There is a setting I can see in my mind.
- Each event moves the story forward logically.

5

On My Way

4

- My story has a predictable plot with a conflict, but not much of a resolution.
- My characters are not very fresh or original.
- My setting is pretty ho-hum. I can do better here.
- My story moves forward predictably.

3

Just Starting

2

- My plot is thin and there is no real conflict.
- I've only come up with one ordinary character.
- Oops! I forgot to include a setting.
- My story isn't finished, and the parts don't fit together well.

1

**Grades
3–5**

Mode: Expository **Informational / Explanatory**

Purpose: *To report or convey information*

I've Got It !

6

- I've covered my topic well, using specific details and facts.
- My information is both accurate and fascinating.
- I've answered questions for the reader.
- I stayed focused on my topic and developed it.

5

On My Way

4

- I gave an overview of my topic.
- My information is pretty ordinary and maybe inaccurate. I better do a fact check.
- I don't think I've answered my readers' questions.
- I tried to stay focused on my topic, but wandered here and there.

3

Just Starting

2

- I don't know much about my topic at all.
- I don't provide much information and didn't check my facts.
- My reader will wonder what I am writing about.
- Yikes! I need to rethink my topic.

1

**Grades
3–5**

Mode: Persuasive

Opinion / Argument

Purpose: *To construct an argument*

I've Got It !

6

- I offer an opinion that is my own. It's something I care about.
- I give detailed reasons and evidence—facts and personal experiences—for my opinion.
- I thought seriously about readers who might not agree with me.
- I support my opinion with credible, logical evidence and examples.

5

On My Way

4

- I offer an opinion, but I don't feel all that strongly about it.
- I give not-too-convincing reasons and evidence for my opinion.
- I give only a passing thought to readers who might not agree.
- I relied heavily on personal reasons to back up my opinion. It's a start!

3

Just Starting

2

- I don't state my opinion clearly.
- I don't give specific information, reasons, or evidence for my opinion.
- I didn't consider readers who might not agree with me.
- I need to think more about my opinion before I revise.

1

Traits and the Writing Process

- ◆ **Prewrite:** Discover what you want to say (Ideas, Organization, Voice).
- ◆ **Draft:** Get it down (Word Choice, Sentence Fluency).
- ◆ **Share/Feedback:** Find out what worked and what needs work (for one or more traits or the piece as a whole).
- ◆ **Revise:** Rework the text to make it clear (Ideas, Organization, Voice, Word Choice, Sentence Fluency).
- ◆ **Edit:** Make the text readable (Conventions: spelling, capitalization, punctuation, grammar, and paragraphing).
- ◆ **Finish/Publish:** Polish the final appearance (Presentation).

The Spiraled Traits

IDEAS

ORGANIZATION

VOICE

WORD CHOICE

SENTENCE FLUENCY

CONVENTIONS

Checking Spelling
Punctuating Effectively & Paragraphing
Capitalizing Correctly
Applying Grammar and Usage

PRESENTATION

Applying Handwriting Skills
Using Word Processing Effectively
Making Good Use of White Space
Refining Text Features

Finding a topic

Creating the lead

Establishing a tone

Applying strong verbs

Crafting well-built sentences

CONVENTIONS

PRESENTATION

Focusing the topic

Using sequence words and transition words

Conveying the purpose

Selecting striking words and phrases

Varying sentence types

CONVENTIONS

PRESENTATION

Developing the topic

Structuring the body

Creating a connection to the audience

Using specific and accurate words

Capturing smooth and rhythmic flow

CONVENTIONS

PRESENTATION

Using details

Ending with a sense of resolution

Taking risks to create voice




Choosing words that deepen meaning

Breaking the "rules" to create fluency

CONVENTIONS

PRESENTATION

From <i>The Water Princess</i> : Sentence Length	From My Writing Wallet: Sentence Length for one piece of writing
1. 8	
2. 3	
3. 1	
4. 6	
5. 1	
6. 10	
7. 5	
8. 1	
9. 5	

From <i>The Water Princess</i>	From My Writing Wallet	List examples of punctuation marks used to create fluency.
<p>“Breaking” a Rule</p> <p>Use a hash mark to show how many examples you spot (pages 1–6 are already filled in; start from page 7).</p> <p>Fragments: </p> <p>Starting a sentence with a conjunction: </p> <p>Sentence structure repetition: </p>	<p>“Breaking” a Rule</p> <p>Try two of the following sentence fluency techniques.</p>	