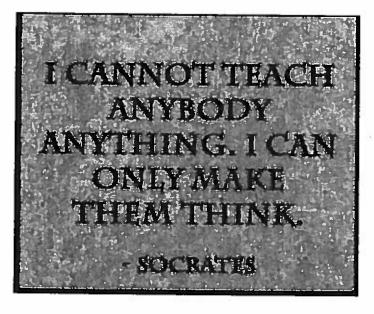
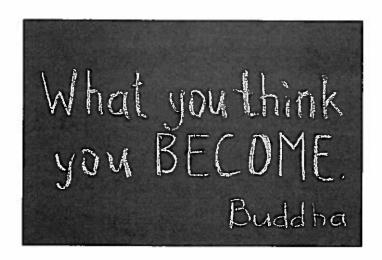
Davison ELA Handbook K-4 2016-2017



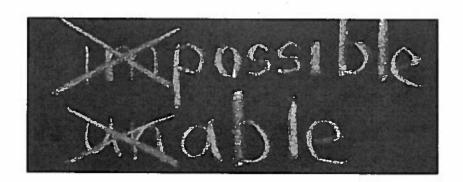
District Strategies

Academic Vocabulary
Learning Targets
Formative Assessment
Effective Feedback
Self Assessment
Peer Assessment
Data Dialogue



"Success is no accident. It is hard work, perseverance, learning, studying, sacrifice, and most of all, love of what you are doing."

--Pele



Dena M. Downey Central Elementary 591.1031 ext. 2748 2016-2017

ACC Process

The Davison Advisory Curriculum Council is a committee comprised of teachers, administrators, coordinators, and a board member.

Their purpose is to:

- Evaluate curriculum proposals
- Authorize curriculum studies and approve finished products
- Authorize textbook studies and approve finished products
- Communicate with Curriculum Office regarding P.D.
- Ensure K-12 curriculum coordination

Phase I-II: Curriculum Development

Phase III: Materials Selection/Purchasing

Phase IV: Progress Update **

Phase V: Lesson Map

Phase VI: Course Audit

**Note:

- → K-4 ELA is in Year 2 of Phase IV
- → Assessments-Summative and Interim need to be completed for each unit in the ACC Document.
- → Beginning Fall 2016, ALL K-4 Teachers will be giving the Spelling Inventory for Word Study as a Pre-Assessment and at two other times to show growth.
- → In addition, ALL K-8 teachers will give an On-Demand Writing Prompt Pre-Test for Narrative, Opinion and Informational writing and then the same prompt as a Post-Test at the end of each Unit.

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21.	Primary and Elementary Feature Guides	p. 58-59
22.	Class Composite Sheet	p. 60-61

Assessment Calendar

Word Study--Spelling Inventory-Words Their Way (WTW)

You will need:

- Spelling Inventory Word List-Kindergarten-Primary-Elementary p. 54-57
- A class set of Feature Guides p. 58-59
- One class composite sheet p. 60-61

Grade Level	First Testing Window	Second Testing Window	Third Testing Window
Kindergarten	Oct. 31-Nov. 9	Jan. 3-12	May 30-June 9
1-4th Grade	Aug. 22-Sept. 9	Jan. 3-12	May 30-June 9

Writing--On-Demand writing prompts for Pre and Post tests (Summative Assessment)

You will need:

- Narrative-Opinion-Informational Teacher prompts p. 15-17
- Student Guide for each piece p.18-36
- Rubrics-GISD p. 37-51
- Student scores on Pretest can be used for Teaching Points to help guide instruction

Grade Level	Pre-Test	Post-Test
Kindergarten	Aug. 22-Sept. 30	End of each Unit Narrative, Opinion, Informational
1-4th Grade	Aug. 22-Sept. 9	End of each Unit Narrative, Opinion, Informational

Prompts: http://melissawingela.weebly.com/uploads/1/8/6/6/18663292/k-2 prompts december 2015.pdf

http://melissawingela.weebly.com/uploads/1/8/6/6/18663292/3-5_prompts_december_2015.pdf

Rubrics-GISD

http://melissawingela.weebly.com/opinionargument.html

http://melissawingela.weebly.com/informativeexplanatory.html

http://melissawingela.weeblv.com/informativeexplanatory.html

Reading

Grade Level	DRA	Dibels	Unit Reading Assessments
Kindergarten	Oct. 3-Oct. 14	Aug. 29-Sept. 9	End of Each Unit Assessments to be completed
1-4th Grade	Jan. 3-Jan. 13 March 13-March 24 May 30-June 9	Jan. 3-Jan. 13 May 1-May 12	End of Each Unit Assessments to be completed

Assessment Calendar...another view

2016

JANUARY	FEBRUARY	MARCH	APRIL
1 2	1 2 3 4 5 6	1 2 3 4 5	1 2
3 4 5 6 7 8 9	7 8 9 10 11 12 13	6 7 8 9 10 11 12	3 4 5 6 7 8 9
10 11 12 13 14 15 16	14 15 16 17 18 19 20	13 14 15 16 17 18 19	10 11 12 13 14 15 16
17 18 19 20 21 22 23	21 22 23 24 25 26 27	20 21 22 23 24 25 26	17 18 19 20 21 22 23
24 25 26 27 28 29 30	28 29	27 28 29 30 31	24 25 26 27 28 29 30
MAY	JUNE	JULY	AUGUST
1 2 3 4 5 6 7	1 2 3 4	1 2	1 2 3 4 5 6
8 9 10 11 12 13 14	5 6 7 8 9 10 11	3 4 5 6 7 8 9	7 8 9 10 11 12 13
15 16 17 18 19 20 21	12 13 14 15 16 17 18	10 11 12 13 14 15 16	14 15 16 17 18 19 20
22 23 24 25 26 27 28	19 20 21 22 23 24 25	17 18 19 20 21 22 23	21 22 23 24 25 26 27
29 30 31	26 27 28 29 30	24 25 26 27 28 29 30	28 29 30 31
SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
1 2 3	1	1 2 3 4 5	1 2 3
4 5 6 7 8 9 10	2345678	6 7 8 9 10 11 12	4 5 6 7 8 9 10
11 12 13 14 15 16 17	9 10 11 12 13 14 15	13 14 15 16 17 18 19	11 12 13 14 15 16 17
18 19 20 21 22 23 24	16 17 18 19 20 21 22	20 21 22 23 24 25 26	18 19 20 21 22 23 24
25 26 27 28 29 30	23 24 25 26 27 28 29	27 28 29 30	25 26 27 28 29 30 31

Spelling Inventory-WTW

Kindergarten Oct. 31-Nov. 9 Jan. 3-12 May 30-June 9

1-4th Grade Aug. 22-Sept. 9 Jan. 3-12 May 30-June 9

Writing-On-Demand Narrative, Opinion, Informational

Kindergarten Pre-Tests

Aug. 22-Sept. 30

1-4th Grade Pre-Tests Aug. 22-Sept. 9

K-4th Post-Tests End of each Unit Narrative, Opinion, Informational

Reading-Common Assessments

1-4
End of each Unit
*Assessments to be completed

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5	16	17	18	19	20	21	12	13	14	15	16	17	18	12	13	14	15	16	17	18	9	10	11	12	13	14	15
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21	22	23	24	25	26	27	18	19	20	21	22	23	24	16	17	18	19	20	21	22	20	21	22	23	24	25	26
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17	18	19	20	21	22	23	22	23	24	25	26	27	28	19	20	21	22	23	24	25	17	18	19	20	21	22	23
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2017

DRA	Date Entered into Illuminate Deadline	Dibels
Oct. 3-Oct. 14 Jan. 3-Jan. 13 March 13-March 24 May 30-June 9	Oct. 21 Jan. 16 March 31 June 16	Aug. 29-Sept. 9 Jan. 3-Jan. 13 May 1-May 12

Leadership Meeting Calendar

All meetings: 4:15-6:15 Location: To Be Determined

Please bring: chromebook and Word Study Binder

ACC-Phase IV Common Assessments

All Team Leaders	September 13 November 15 January 10 February 28 April 18 May 16
DK, Kindergarten, 1st-2nd Grade	October 11 December 6 March 21 June 6
3rd-4th Grade	October 18 December 13 March 14 June 13

Role of ELA Team Leader...

- **★** Attend and Participate ELA Meetings
- ★ Intentionally share with other grade level teachers

Grade Level PLC's to support ELA...

- ★ Make intentional time to discuss grade level rubrics and practice scoring with co-workers
- ★ Share committee work/decisions and get feedback
- ★ Clarify questions about ELA curriculum

The	following items should be in your ELA (Word Study Binder)
	Common Core "Cheat Sheets" (see Links p.10)
۵	ACC Document (see Links p.10)
	Word Study Resources (see Links p.10)
	 SkillSpelling Inventory-words/sentences Primary and Elementary Word Lists; Feature Guides; Class Composite Sheet SkillUnderstanding Stages of Spelling and Word Sorts
	□ Emergent, Letter-Name Alphabetic, Within Word Pattern, Syllables and Affixes, Derivational □ Word Sorts-Regular, Blind, Speed Sorts, Word Hunts, etc. □ SkillWeekly/Daily Schedule □ Resources
	☐ Words Their Way; Secret Stories; Fountas and Pinnell; Teacher's Edition Spelling Connections; Signs for Sounds, K-Pals, etc.
	□ Action Plan
	 Decide on a Schedule; Model and Train; Environment; Materials; Choose Activities Words Their Way Scope and Sequence (blue)
	☐ Word Study Tip Sheets (green-Spelling Inventory, yellow-Instructional Strategies and
	pink-Parent Tips) Continuum (Coming in October 2016)
۵	MAISA Units (see Links p.10)
	 □ Binder-with Units □ Navigate Website □ Teaching Points □ Mentor Texts
	On-Demand Writing Prompts (p. 15-17) □ Narrative, Opinion, Informational
0	Writing Rubrics for Grade Level □ Narrative, Opinion, Informational (p. 37-51)
0	Sight Words Rubric for Kindergarten and 1st Grade (p. 52)
	Question Stems aligned to Common Core (see Links p.10)

Instructional Practices

□ Use Common Core to design lessons
 □ Use Question Stems to help guide instruction
 □ Stage of Spelling Development Groups for Word Study
 □ Reader's Workshop
 □ Balanced Literacy Program (p. 7-8)
 □ Writer's Workshop
 □ Intentional Grammar Instruction
 □ Teach in order of units in ACC Document
 □ Use Teaching Points in MAISA Units
 □ Teacher choice for Mentor Texts
 □ Teacher choice for Resources
 □ List of Resources (p. 10-11) and Managing Complex Change (p. 12-13)

Balanced Literacy Components Chart

As part or the Gradual Release of Responsibility Model, Guided Reading provides explicit instruction and guided support needed for students to read beyond their independent reading level. (www.jandchardsonguidedreading.com) 3-6 readers of similar level Readers begin by rereading familiar texts Teacher selects one student to administer a running record Teacher introduces new book, providing scaffolding with a particular skill, strategy (may include word work or vocabulary) Readers read the book independently Possible extension activity blogs scholastic.com/files/guided-reading-vs-strategy-lessons.doc	Guided Reading (With)	A group of components in a literacy program that guides students, using a gradual release of responsibility model, as they journey to reading and writing proficiency. These components can be integrated with other content areas as well. The gradual release of responsibility model of instruction requires that the teacher shift from assuming "all the responsibility for performing a task to a situation in which the students assume all of the responsibility" (Duke & Pearson, 2002, p. 211).
Small group of 3-6 readers with same strategy need (may be different reading levels) Lesson always begins with teacher naming the strategy, briefly demonstrating the strategy, and then invitting readers to try it out Strategy Lessons resemble minilessons Readers read their book independently applying strategy blogs.scholastic.com/files/guided-reading-vs-strategy-lessons.doc	Strategy Group (With)	Oral Language (To, With, By) Students participate in a range of intentional and collaborative discussions that happen throughout the entire day: "grand conversations" whole group small groups instructional conversations oral responses Students also listen to the teacher during: read-aloud mini-lessons other oral responses
Place where readers actively engage in MEANINGFUL, RELEVANT and INDEPENDENT practice • Students work by themselves or in small groups • Explore literacy • Reinforce and expand literacy skills • Place to engage in learning through interaction	Literacy Workstation (By) (K-2)	Teacher systematically teaches students about: Letter-sound relationships Strategies for encoding and decoding words Vocabulary acquisition Teacher must ensure that they are helping students apply/transfer what they learn into their own reading and writing
Literature circles are small, short term discussion groups who have chosen to read the same story, poem, srticle, or book. Each member prepares to take specific responsibilities in the upcoming discussion(Harvey Daniels)	Book Club/Literature Circles (By)	Read Aloud (To) Teacher reads aloud text purely for enjoyment. This provides opportunities to expose students to wonderful literature, beautiful story language, a range of vocabulary, and beloved authors. (Kathy Collins) Read Aloud with Accountable Talk: Teacher models (thinks aloud) the skills and strategies of a proficient reader Students concentrate on using comprehension strategies and having accountable conversations
Independent Reading is taking place when readers are able to read the text with 95%+ accuracy and can understand what they are reading Readers read self -selected materials Readers respond to reading Teacher monitors and confers with readers Independent Reading takes place after a demonstration or explicit teaching (mini-lesson) Readers build stamina (40-45 minutes)	Independent Reading (By)	Shared Reading (With) Whole or small group (carpet) reading where teacher models strategies and skills that they want readers to go back and begin using in their own reading. Exposing readers to higher level thinking with support. Text that all students have or can see Students actively involved Text higher than student independent level (varying levels of complexity) Teacher thinks aloud strategies they are using to help them navigate the text Readers may be invited to read along May model and practice retelling

Balanced Literacy Components Chart

Modeled Writing (To) Interactive Writing (With) Shared Writing (With)	 Teacher acts as scribe and writes in front of the students putting words together to make meaning of print. The focus is on: Teacher pegins by gathering writers and writers/ make meaning of print. The focus is on: Toncepts and writers/ make meaning of print. The focus is on: Toncepts and writers/ and writers/ and writers/ and demonstrating the process of putting and leacher records the most part. Teacher provides full support, modeling and demonstrating the process of putting of the text. Teacher begins by gathering writers and conventions of print and leads a connect with letters and connect with letters. Teacher deficits information and leads a discussion. Writers actively plan and construct the text. Teacher provides the teacher records them on chart paper writing of the text. Teacher provides the teacher records them on chart paper writing of the text. Teacher provides the teacher records them on chart paper writing of the text. Teacher alor write themselves and becomes good material for students to read and should be scribe. Teacher provides a piece of text to use as a scribe. Teacher provides write them selves and becomes good material for students. Writers and the teacher specified writing known leact the process as a scribe. Teacher pegins by gather the text. Por the most part, writers and th	Independent Writing (By) Students write a variety of text on their own Teacher monitors and confers with students Independent writing takes place after a demonstration or explicit teaching (minilesson) Writers build stamina (40-45 minutes) Writers know how to use the resources in the room.
Grammar (To, With, By)	Needs to be explicitly laught and practiced for students to demonstrate command of the conventions of standard English grammar and usage Teacher must ensure that they are helping students applyfransfer what they learn to their own reading and writing	Guided Writing (With) Teaching component designed to leach a specific skill or strategy to the whole group, a small group or individuals edives students practice in writing. Writers do the writing but are supported as needed by the teacher reacher provides instruction through mini-lessons and conferences or critical to maintain a balance in a lesson teacher-directed. Teachers need to ask appropriate

Melissa Wing, GISD, Joyce Pratt, Flint Community Schools, Literacy Leaders January 2016

Correlation Chart for Reader's Workshop model with materials/MAISA units

1					
Word Study/Spelling 15-20 minutes/5- days week	Read Aloud with Accountable Talk 15-20 minutes/2-3 days week	Shared Reading 15-20 minutes/5- days week		Workshop Block- 45-60 minutes	90-120 Minutes Total
	Additional Comprehension Work- May not be everyday	Comprehension Strategies Taught	Independent Practice/Guided Reading/ Workstations 30-45 minutes Wrap-up 10 minutes	Mini Lesson 10 minutes	
(K-Pals) (Scholastic HF Word Program) (Secret Stories) Words Their Way	Making Meaning	Use Rigby Big Books	Use Classroom Libraries of Leveled Text & Literacy Library Student Share	MAISA Reading Unit Use Mentor Text	K
Fountas & Pinnell (Secret Stories) Spelling Connections Words Their Way	Making Meaning	Use Rigby & Old Anthology Stories	Use Classroom Libraries of Leveled Text & Literacy Library Student Share	MAISA Reading Unit Use Mentor Text	1
Fountas & Pinnell (Secret Stories) G.U.M. Spelling Connections Words Their Way	Making Meaning	Use Rigby & Old Anthology Stories	Use Classroom Libraries of Leveled Text & Literacy Library Student Share	MAISA Reading Unit Use Mentor Text	2
(Secret Stories) G.U.M. Spelling Connections Words Their Way	*Carry over from MAISA Mentor Texts using Making Meaning Format	MAISA Reading Unit Use Mentor Text & Class Sets	Use Classroom Libraries of Leveled Text & Genre Books & Literacy Library Student Share	MAISA Reading Unit Use Mentor Text	ω
(Secret Stories) G.U.M. Spelling Connections Words Their Way	*Carry over from MAISA Mentor Texts using Making Meaning Format	MAISA Reading Unit Use Mentor Text & Class Sets	Use Classroom Libraries of Leveled Text & Genre Books & Literacy Library Student Share	MAISA Reading Unit Use Mentor Text	4

Items in (*) are being used as supplements, but have not went through the ACC Process.

Common Core

http://melissawingela.weebly.com/common-core-resources.html

Ouestion Stems aligned to common core

http://commoncore.tcoe.org/content/public/doc/tcoe_ela_Te mplates_02.pdf

Google Classroom

https://classroom.google.com
 Access code: etf8cb

MAISA Units

https://oaklandk12-public.rubiconatlas.org/Atlas/Browse/View/Calendars

Mentor Texts (list)

http://melissawingela.weebly.com/mentor-text-for-maisa-units.html Under Resources Tab

Word Study

- http://www.isd500.k12.mn.us/uploads/3/5/9/9/3599199/wordst heirwayletterandpicturesortsforemergentspellers.pdf
- http://citrusclementarv.weebly.com/uploads/2/6/6/1/26612042/ words+their+way+letter-name+alphabetic+spellers.pdf
- http://www.isd5oo.krz.mn.us/uploads/3/5/9/9/3599199/wordst
 heirwayforwithinwordpatternspellers.pdf
- http://wordstheirway.cmswiki.wikispaces.net/Syllable-Affix+Sorts
- http://edc424uri.wikispaces.com/file/view/words their way words sorts for derivational relations spellers.pdf
- http://readingandwritingproject.com/public/resources/assess ments/spelling/spelling_elementary.pdf
- Signs for Sounds

http://www.readnaturally.com/knowledgebase/documents-and-resources/25/345

Secret Stories http://thesecretstories.com/

Reading Sites

Read Works http://www.readworks.org/

ACC Documents-Units follow MAISA units

xSIOHOKvIK_OENua0lvVE9PO2c/view

https://drive.google.com/a/davisonschools.org/file/d/0B

- Reading and Writing Project http://readingandwritingproject.org/
- Reading Workshop http://www.readersworkshop.org/

Running Records

- http://scholastic.ca/education/movingupwithliteracyplace/pdf s/grade4/runningrecords.pdf
- https://www.readinga-z.com/guided/runrecord.html

Writing Sites

On-Demand Prompts

http://melissawingela.weebly.com/writing-assessment.html http://baburke.edublogs.org/files/2013/10/On-Demand-Writing-3-25-t 2ni8r.pdf

GISD Rubrics

http://melissawingela.weebly.com/narrative.html
http://melissawingela.weebly.com/opinionargument.html
http://melissawingela.weebly.com/informativeexplanatory.html

Writing Workshop

http://www.ttms.org/PDFs/05%20Writers%20Workshop%20v00 1%20(Full).pdf

https://www.zaner-bloser.com/sites/default/files/public/pdf/SFW WritersWorkshop.pdf

Grammar

Write Well

http://www.sccresa.org/toolsforschools/curriculu mtools/writewell/introductiontowritewell/

Grammar that Transfers

https://drive.google.com/folderview?id=0Byorwz8C_W7 gfmZlYzROOlE2WkoteDlMWT[rNG9tdmtoMEhPak9De nNrTXJuSmlMNUVnblk&usp=sharing

• IXL https://www.ixl.com/ela/

Available Resources

- MAISA Unit binders (required)
- Words Their Way-Grade levels share Teacher's Edition and Word Sorts
- Signs for Sounds
- Word Study Continuum (Coming October 2016)
- Fountas and Pinnell
- Spelling Connections-Teacher's Edition
- Secret Stories
- Mentor Texts
- G.U.M. books
- Rigby Books
- Making Meaning

Resources

word Study







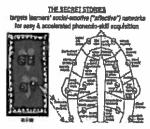














Reading

- MAISA Units
- Mentor Texts-Varies by grade level
- Readworks.org
- Rigby Books
- Making Meaning









Writing

- MAISA Units
- On-Demand prompts
- Rubrics

Grammar

- Write Well
- Grammar that Transfers
- IXL
- G.U.M. books







Managing Complex Change-ELA K-4

Vision	Students will become independent learners by taking control of their learning using strategies in class. Examples include using a mentor text for ideas, decoding words, spell correctly using patterns such as silent e, conferencing with others to improve their writing, setting goals, notici connections between academic vocabulary in other disciplines such as social studies and science.				
Skills	Word Study	Reading	Writing	Grammar	
Incentives	Clear understanding of the Common Core expectations for Spelling/Phonics Administering the Spelling Inventory Grouping students according to spelling stage and providing practice aimed at skill level Clear understanding of word patterns Working with groups to help identify word patterns Modeling for students how to make connections and transfer knowledge	Clear understanding of the Common Core expectations for Reading-Literature and Informational Text Using Reader's Workshop Modeling for students how to use mentor texts to improve reading Using running records to track student growth Using DRA and Dibels data to guide instruction	Clear understanding of the Common Core expectations for Writing-Narratives, Opinions/Argument, and Informational Text Using Writer's Workshop Modeling for students how to use mentor texts to improve writing Conferencing with students to help identify areas for improvement Using rubrics to guide instruction and help students self-assess Using exemplar texts to help students see what a 4-3-2-1 paper looks like	Clear understanding of the Common Core expectations for Grammar Using a variety of resources to teach grammatical skills	
Resources	Word Study	Reading	Writing	Grammar	
	Spelling Inventory (required) Feature Guide	MAISA Units (required)	MAISA Units (required)	Grammar that Transfers	
	Class Composite	Mentor Texts (lists available)	Mentor Texts (lists available)	Write Well	
	Words Their Way Word Sorts	Making Meaning	available)	IXL	
	Google Classroom (resources) Code to join: etf8cb	Reader's Workshop (required)	Writer's Workshop (required)	G.U.M. books	
		Rigby Books			
	Teacher's Edition-Spelling Connections	Various books for classroom	Question Stems aligned to Common Core		
	1 2 0	Various books for classroom library Scholastic magazines	Question Stems aligned to Common Core On-Demand Writing Prompts		
	Connections	Various books for classroom library	to Common Core On-Demand Writing		
	Connections Fountas and Pinnell	Various books for classroom library Scholastic magazines Integrate Social	to Common Core On-Demand Writing Prompts		

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Word Study

Get copies of Spelling Inventory, feature guide for each student, class composite sheet, and sorts that could be used for students at grade level.

Plan how to train the whole class.

Create a schedule or a couple of schedules.

Plan activities to help teach patterns such as Sorts, Word Hunts, Games, Notebooks, etc.

Figure out ways to manage groups-colors, bins, share with other teachers, etc.

Reading

Follow order of units in ACC Document.

Follow the teaching points in MAISA and/or ACC document (Essential Understanding for unit)

Look at new MAISA units and notice what has been changed...are they significant? Are there things we should think about using?

Make sure you have all the Mentor Texts...or if you have found other texts that could work in place of a suggested Mentor text.

Plan how to use Reader's Workshop.

Put in order for Scholastic Magazine.

Choose Running Records Form.

Check out the Reading and Writing Project, and Readworks

Check classroom libraries for a variety of books including informational text.

Plan ways to use DRA and Dibels data to guide instruction.

Writing

Give On-Demand
Writing Pre-test for
Narrative, Opinion and
Informational pieces
during Testing Window
and Post test at the
conclusion of each
Writing Unit.

Use GISD Rubric to score each writing piece: Narrative, Opinion and Informational.

Follow order of units in ACC Document.

Follow the teaching points in MAISA and/or ACC document (Essential Understanding for unit).

Look at new MAISA units and notice what has been changed...are they significant? Are there things we should think about using?

Gather student samples to use as exemplars.

Plan how to use Writer's Workshop.

Check out the Reading and Writing Project.

Grammar

Look at the Common Core expectations for your grade level, then decide which resource(s) will work best.

Decide scope and sequence for teaching grammar.

Check on-line resources for Grammar: Write Well, Grammar that Transfers, IXL, etc.

Development Stages of Writing Rubric

Take a writing sample and highlight what the writer can do and then circle the stage and staple to sample. It is helpful to take a writing sample at the beginning, middle, and end of year to record writing growth.

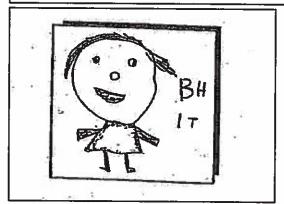
Pre-Writer

- Communicates using pictures
- Random letters or symbols do not convey meaning



Emergent

- Conveys message through a drawing
- Uses some familiar letters and words as labels
- May write some familiar words from memory
- May copy words, sentences displayed in classroom



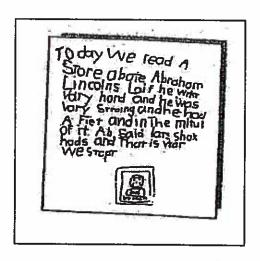
Beginning

- Text conveys meaning
- Child can read it, but others may not
- Begins to use space to separate words
- Uses some beginning, middle, and ending letters



Developing

- Is developing fluency
- Conveys complete thoughts in a logical sequence
- May write simple, repetitive sentences
- Uses invented spellings that others can read
- Spells several words correctly
- Uses Spaces between words



On-Demand Writing Prompts

For On-Demand writing, students are asked to write on a given topic during regular writers' workshop time. The purpose of this assessment is to see what students can write on their own, without teacher assistance.

- → Teachers will administer the Pre-Tests during the testing window of August 22-September 9, before instruction.
- → Pre and Post Tests will be in the same booklet and given at the completion of each unit.
- → Pre-Test will be one day only; Post-Test will be 2 days.
- → Teachers will collect booklets and use common rubric to score.

Please use a YELLOW highlighter on the rubric for Pre-Test Assessment and a PINK highlighter on the same rubric for Post-Test Assessment to show growth.

Purpose of the On-Demands

On-Demand writing was designed as a way for teachers to measure a student's writing growth over time and determine a student's strengths and needs. Data collected from the Pre-Tests can be used to inform instructional decisions for individual students, small groups of students, and the entire class.

- > During the unit, specific On-Demand prompts can be given that are timed looking for specific components.
- > Students can be expected to write a complete piece in a set time such as 20 minutes (for older students--six minutes to write the beginning, 6 minutes to write the middle and 6 minutes to write the end).
- > The Post-Test should measure growth from Pre-Test.
- > The Pre-Test should be written in the booklet.
- > The Post-Test can by typed on chromebook or computer, but their final copy should be printed and put into the booklet (may be more appropriate for older students or availability of technology).

Informational On-Demand

WK-8.2

Checking to see if students can convey factual or personal information accurately. It explains, clarifies or defines something.

This text type accounts for 35% of students' writing. It should begin with a sentence that introduces the topic, moves to logically organized facts and information, and finishes with a conclusion statement or paragraph.

This may include a brochure, essay, letter, report, news articles, etc

When writing *Informative/Explanator*y pieces, they should include:

- □ A main idea or message
- Carefully selected key points and details that connect to the main idea
- ☐ A text structure that supports their message
- ☐ Text features that make the writing easier to understand

Argument On-Demand

WK-81

Checking to see if students can state their beliefs or conclusion and proving that it is valid.

Opinion/Argument writing should account for 30% of their writing. It should begin with an opinion statement and include reasons and evidence to support it. Writing should be logically organized and have a conclusion that links the opinion with the reasons and evidence.

This may include book reviews, essays, letters, news articles, speeches, etc.

When writing Argument pieces, they should include:

- ☐ A clearly stated opinion
- ☐ Several important facts and/or examples to prove opinion
- □ Explanations for each fact
- □ A clear connection between the opinion and support
- ☐ A conclusion that calls the reader to action (beginning at 6th grade)

Narrative On-Demand WK-8.23

Checking to see if students can tell a story.

Narrative writing should account for 35% of students' writing in elementary grades, but decreases as students get older.

Students may be asked to create alternate endings, new versions of stories or sequels, blending their understanding of story structure with their understanding of a particular text.

When writing Narrative pieces, they should include:

- ☐ A beginning that hooks the reader's attention
- □ Vivid details and feelings that engage the reader
- ☐ Characters, actions, and dialogue that enhance the plot
- ☐ An ending that satisfies the reader

**In 8th grade the Narrative Pre-Test will be given to see if students understand and can write a Narrative. They will not do the same Post-Test. Instead, teachers will use the Pre-Tests as teaching points and help students make the connection to Narrative Poetry during this unit.

The On-Demands SHOULD NOT be used as a the sole indicator of a student's writing grade.

The department should look at the results to determine strengths and weaknesses in our curriculum and make any necessary adjustments in instruction.

On-Demand Writing Prompts

Narrative 'On-Demand' Assessment Writing Prompt-Teacher Directions

"Today, you are going to write your best personal narrative. This is a true story about one time in your life. Make sure you focus on just one or two moments. Remember that you need to plan, draft, revise and edit your work. This is your chance to show all you know about narrative writing. You can work on it today and you'll have more time tomorrow."

For K-2nd grade students you will say: "As you write your best personal narrative make sure you:

- · Include a beginning, middle, and end
- Have details to help paint a picture for your reader (audience)
- Tell your story in the order that it happened

For 1st-2nd grade students add:

- Use temporal and linking words
- · Have a sense of closure

For 3rd-5th grade students you will say: "As you write your best personal narrative make sure you:

- · Include a beginning, middle, and a sense of closure
- Have details to help paint a picture for your reader (audience)
- Tell the story in the order that it happened
- Have temporal words and phrases (3rd grade only)
- Have a variety of transitional words and phrases (4th-5th only)

Note: It's important that students have two days to write for Post Test. This allows us to see if they have gone through the entire writing process: planning, drafting, revising and editing to see how students use what they know about narrative writing.

Opinion 'On-Demand' Assessment Writing Prompt-Teacher Directions

Day Prior to Assessment: "Think of a topic or an idea that you have strong feelings about. Tomorrow during writers' workshop you will write an opinion piece in which you will write your opinion and reasons why you feel this way. Use everything you know about this type of writing. If you want to find and use information from a book or another outside source, you may bring that with you tomorrow."

Day of Assessment: "Today, you are going to write your best opinion piece. Remember, you will tell your readers about an idea or an opinion that you have strong feelings about. In your writing, write your opinion and convince your readers by telling them why you feel this way. Use everything you know about opinion writing. Your piece can be a letter, a review, or an essay. Just remember to make this your best piece."

For K-2nd grade students you will say: "As you write your best opinion piece make sure you:

- State your opinion
- Include reason(s)

For 1st-2nd grade students add:

- Use linking words
- · Have a sense of closure

For 3rd-5th grade students you will say: "As you write your best opinion piece make sure you:

- Introduce your topic
- State your opinion
- Include reasons (3rd grade)
- Include reasons supported by facts and details (4th and 5th grades)
- · Organize your writing
- Use linking words and phrases (3rd and 4th grade)
- Use linking words, phrases and clauses (5th grade)
- Include a concluding statement or section

Note: It's important that students have two days to write for Post Test. This allows us to see if they have gone through the entire writing process: planning, drafting, revising and editing to see how students use what they know about narrative writing.

Informational 'On-Demand' Assessment Writing Prompt-Teacher Directions

Day Prior to Assessment: "Think of a topic that you've studied or know a lot about. Tomorrow during writers' workshop you will write an informational (or all-about) piece that teaches others interesting and important information and ideas about that topic. If you want to find and use information from a book or another outside source, you may bring that with you tomorrow."

Day of Assessment: "Today, you are going to write your best informational (or all-about) piece on a topic you have studied or know a lot about. This is the topic you have been thinking about since yesterday. Remember that you want this to be interesting to your reader and include important information and ideas. You may use the additional information you brought with you to complete this piece."

For K-2nd grade students you will say: "As you write your best informational piece make sure you:

- · Introduce your topic
- Include facts and information about your topic
- Organize your writing
- · Have linking words or phrases

For 1st-2nd grade students add:

· Have a sense of closure

For 3rd-5th grade students you will say: "As you write your best informational piece make sure you:

- Introduce your topic
- · Include facts, definitions, and details about your topic
- · Organize your writing
- Have linking words and phrases

Note: It's important that students have two days to write for Post Test. This allows us to see if they have gone through the entire writing process: planning, drafting, revising and editing to see how students use what they know about narrative writing.

Narrative or Realistic Fiction On-Demand Pre-Test Kindergarten

ame:	Date:

Narrative or Realistic Fiction On-Demand Post Test Kindergarten

Name	Date	- 0
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		-
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		_
		7

Opinion On-Demand Post Test Kindergarten Name: _____



Personal Narrative or Realistic Fiction "On-Demand" Assessment

Today is your day to show off your writing skills

Directions:

Write your best personal narrative or realistic fiction.

- is is a true story about one time in your life or something that could be true.
 - Remember to focus on just one moment.
 - Make sure you go through the entire writing process:
 planning, drafting, revising and editing.

As you writ	e your best personal narrative or realistic fiction make sure you:
	Include a beginning, middle and an end
	Have details to help paint a picture for your reader (audience)
	Tell the story in the order that it happened
	Have a variety of transitional words and phrases
Name:	
vate:	

First Grade Narrative On-Demand Pre-Test

Name:	Date:	

First Grade Narrative On-Demand Post-Test

ame:		_	Date:	· .
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			34	



Opinion "On-Demand" Assessment

Today is your day to show off your writing skills.

Directions:

Write your best <u>opinion</u> piece. You will write about an idea or an opinion you have strong feelings about.

- Remember to use everything you know about this type of writing.
- Write your opinion and convince your reader by telling why you feel this way.
- Your piece can be a letter, a review or an essay.
- Make sure you go through the entire writing process: planning, drafting, revising and editing.

As you wr	ite your best opinion piece make sure you:
	State your opinion
	Include reasons stated by facts and details
	Use transition words and phrases
	Include a sense of closure
Name:	
Date:	

First Grade Opinion On-Demand Pre-Test

lame:	Date:
4.5	

First Grade Opinion On-Demand Post-Test

Name:	Date:	



Informational "On-Demand" Assessment

Today is your day to show off your writing skills.

Directions:

Write your best <u>informational</u> piece on a topic you have studied or know a lot about.

- Remember to make your writing interesting to the reader.
 - Make sure you go through the entire writing process: planning, drafting, revising and editing.

As you write	e your best information piece make sure you:
	Include your topic
	Include facts, definitions and details about your topic
	Organize your writing
	Have linking words and phrases
me: Date:	

First Grade Informational/Expository On-Demand Pre-Test

Name:	Date:	

First Grade Informational/Expository On-Demand Post-Test

Name:		Date:	·



Personal Narrative or Realistic Fiction "On-Demand" Assessment

Today is your day to show off your writing skills

Directions:

Write your best personal narrative or realistic fiction.

This is a true story about one time in your life or something that could be true.

- Remember to focus on just one moment.
- Make sure you go through the entire writing process:
 planning, drafting, revising and editing.

As you writ	e your best personal narrative or realistic fiction make sure you:
	Include a beginning, middle and a sense of closure
	Have details to help paint a picture for your reader (audience)
	Tell the story in the order that it happened
	Have a variety of transitional words and phrases
Name:	
Date:	



Opinion "On-Demand" Assessment

Today is your day to show off your writing skills.

Directions:

Write your best <u>opinion</u> piece. You will write about an idea or an opinion you have strong feelings about.

- Remember to use everything you know about this type of writing.
- Write your opinion and convince your reader by telling why you feel this way.
- Your piece can be a letter, a review or an essay.
- Make sure you go through the entire writing process: planning, drafting, revising and editing.

As you write your best opinion piece make sure you:	
Introduce your topic	
State your opinion	
Include reasons stated by facts and details	
Organize your writing	
Use linking words and phrases	
Include a concluding statement or section	
Name:	
Date:	



Informational "On-Demand" Assessment

Today is your day to show off your writing skills.

Directions:

Write your best <u>informational</u> piece on a topic you have studied or know a lot about.

- Remember to make your writing interesting to the reader.
- Make sure you go through the entire writing process: planning, drafting, revising and editing.

Include your topic	
,	
Include facts, definitions and details about your topic	
Organize your writing	
Have linking words and phrases	
Name:	
Date:	

Kindergarten Narrative Instructional Analytic Writing Rubric

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Narrative: Stories about real or imagined experiences.

DUSTION		Conventions See grade level CCSS Grade Level Standards Pg. 26		Style/Voice		Organization		Content /Ideas	
00 37 00 77 00	H (12)	Spelling, pur L.K.2 (a-d) Hears and ree Capitalizes it Capitalizes it Capitalizes it Uses upper a appropriately time Forms most		 Personalizes writing by of the following: descrip word choice, strong ver adjectives/adverbs Uses a variety of sentences more complex 	H (12)	 Logical sequence it middle, and an end. Lead Uses transition wor appropriate Reaction to what ha 	H (24)	 Writing and Two or mole the writing internal the character of the	
16.76.66.66	M(11)	Grammar and usage {L.K.1 (a-f)} Spelling, punctuation, and capitalization {L.K.2 (a-d)} Hears and records most sounds in words Capitalizes the first word in a sentence Capitalizes the pronoun I Uses upper and lower case letters appropriately within words most of the time Forms most letters accurately	M(11)	Personalizes writing by using two or more of the following: descriptive detail, precise word choice, strong verbs, humor, adjectives/adverbs Uses a variety of sentence structures; sentences more complex	M(11)	Logical sequence including a beginning, middle, and an end. Lead Uses transition words between ideas when appropriate Reaction to what happened	M (22)	Writing and drawing stays on topic Two or more relevant, different details in the writing that support the topic (setting, internal thinking, physical description, character action, and dialogue) Drawing supports and enhances the writing	Meets Standards
30 49 48 47 46	(01) 7	(a-f)} pitalization ds in words a sentence stters nost of the	T (10)	g two or more detail, precise numor, nuctures;	(01) 7	a beginning, en ideas <u>when</u>	L (20)	n topic rent details in topic (setting, description, gue) nces the writing	rds
45 44 42 41	H(9)	 Uses end punctumark) correctly reactors some mecords some mecords grade levels written correctly Uses spaces between 	H (9)	 Personalizes writing following: descrip choice, strong ver adjectives/adverbs Few sentences are 	H (9)	 Logical sequence from Beginning to use transideas when appropriate 	H (18)	 Writing and drawing state time Two or more relevant of that support the topic (thinking, physical desaction, and dialogue) 	Appr
40 39 38 37 36	M (8)	Uses end punctuation (period/question mark) correctly most of the time Records some medial sounds Many grade level high frequency words written correctly Uses spaces between words	M (8)	Personalizes writing by using one of the following: descriptive detail, precise word choice, strong verbs, humor, adjectives/adverbs Few sentences are repetitive in nature	M (8)	Logical sequence from beginning to end Beginning to use transition words between ideas when appropriate	M (16)	Writing and drawing stays on topic most of the time Two or more relevant details in the writing that support the topic (setting, internal thinking, physical description, character action, and dialogue)	Approaching Standards
35 34 33 32 31	L (7)	question ne ncy words	L (7)	one of the precise word	L (7)	ning to end ords between	L (14)	in the writing , internal on, character	dards
30 29 28 27 26	H(6)	 Writes initial sounds for m Demonstrates progression is and top to bottom Records some final sounds Uses punctuation, not alwa Beginning to use spaces be Upper and lower case letter inconsistently 	H (6)	 Simple sentences Adjectives and/or adverbs 	H (6)	 Attempt at a sequence Unreadable at times 	H (12)	 Drawing and writhe topic; focus in the topic; focus in the control of the control o	
25 24 23 22 21	M (5)	 Writes initial sounds for most words Demonstrates progression from left to right and top to bottom Records some final sounds Uses punctuation, not always correctly Beginning to use spaces between words Upper and lower case letters used inconsistently 	M (5)	nces d/or adverbs	M (5)	t times	M(10)	Drawing and writing is generally related to the topic; focus may wander One relevant detail in the writing (setting, internal thinking, physical description, character action, and dialogue) Reads like a list	Developing
20 19 18 17 16	L (4)	m left to right m left to right correctly een words used	L (4)		L (4)		L(8)	rally related to riting (setting, description, gue)	
15 14 13 12 11	H (3)	 No writing Unreadable Limited sound/ Lines, symbols Random letters Random words No spaces 	H(3)	 No writing Unreadable I simple sentence Limited vocabulary 	Н(3)	 Evidence of sk no labeling No writing Unreadable Incorrect Text informational) I sentence 	H (6)	 No writing Unreadable Drawing and development List or labels 	
10987	M (2)	anc enter	M (2)	lence	M (2)	Ty	M (4)	9 0	Emergent
65	(1) 1		(I) T		L(1)	g with little to or	L(2)	v little	

Please use a YELLOW highlighter on the rubric for Pre-Test Assessment and a VIK highlighter on the same rubric for Post-'__t Assessment to show growth.

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Kindergarten Opinion Instructional Analytic Writing Rubric

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Name Opinion: a	oest, etc.

Please use a YELLOW highlighter on the rubric for Pre-Test Assessment and a INK highlighter on the same rubric for Post- st Assessment to show growth.

Kindergarten Informational/Expository Instructional Analytic Writing Rubric

Inform	Name
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Informational: increases reade	
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or proces	
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s, or to provide	

readers with an enhanced comprehension of a concept.

Holistic		Conventions: See grade level CCSS Grade Level Standards Pg. 26	Style	Organization	Content/Ideas	
48 47 46 45	H (12)	• Grammar and usage {L.K. • Spelling, punctuation, and {L.K.2 (a-d} • Hears and records most so • Capitalizes the first word • Capitalizes the pronoun I • Uses upper and lower cass appropriately within word time • Forms most letters accura	Not assessed type:	H (24) • Text Structus compare & compare & compare & comparizes ide Organizes ide Contents, headingrams, con words, chapte away, direction with the contents of the contents	 Task/purpose is evident Adequately supports to precise "facts" as the w Generally grade approp specific vocabulary with one misconception 	3
14 43 42 41	M (11)	Grammar and usage {L.K. I (a-f)} Spelling, punctuation, and capitalization {L.K.2 (a-d)} Hears and records most sounds in words Capitalizes the first word in a sentence Capitalizes the pronoun I Uses upper and lower case letters appropriately within words most of the time Forms most letters accurately	Not assessed for this grade level and text	Text Structure(s): Description, sequence, compare & contrast, cause & effect, and/or problem & solution Organizes ideas using at least two text features (title, introduction, table of contents, headings, captions, categories, diagrams, conclusion, glossary, bold face words, chapters, drawing, zoom in, cutaway, directional arrows, etc.)	 Task/purpose is evident Adequately supports topic with more precise "facts" as the writer believes true Generally grade appropriate domain specific vocabulary with no more than one misconception 	Meets Standards
40 39 38 37	L (10)	pitalization pitalization ds in words sentence tters ters tost of the	vel and text	L (20) m, sequence, c effect, t thwo text able of categories, ry, bold face om in, cut-	rith more believes true domain more than	3
36 35 34 33	H(9)	 Uses end punctuation (periomark) correctly most of the Records some medial sounce. Many grade level high frequential correctly. Uses spaces between words. 	Not assessed type.	H (18) Organizes ide feature (title, contents, headiagrams, conwords, chapit away, directions away, directions are the feature to the featur	 Supports topic with writer believes true Grade appropriate ov vocabulary that coursisconceptions May contain some of facts/information 	Appr
32 31 30 29	M (8)	Uses end punctuation (period/question mark) correctly most of the time Records some medial sounds Many grade level high frequency words written correctly Uses spaces between words	Not assessed for this grade level and text type.	H(18) M(16) L(14) Organizes ideas using at least one text feature (title, introduction, table of contents, headings, captions, categories, diagrams, conclusion, glossary, bold face words, chapters, drawing, zoom in, cutaway, directional arrows, etc.)	Supports topic with some "facts" as the writer believes true Grade appropriate domain specific vocabulary that could have misconceptions May contain some extraneous facts/information	Approaching Standards
28 27 26 25	L (7)	Uquestion ime ency words	vel and text	L (14) st one text ble of categories, cry, bold face om in, cut-	acts" as the pecific	ards
14232231	H (6)	Writes initial sounds for most words Demonstrates progression from left to right and top to bottom Records some final sounds Uses punctuation, not always correctly Beginning to use spaces between words Upper and lower case letters used inconsistently	Not assessed type.	H (12)	 Minimal focus of broad a purpose Contains at least believes true Minimal grade a specific vocabul misconceptions 	
20 19 18 17	M (5)	Writes initial sounds for most words Demonstrates progression from left to right and top to bottom Records some final sounds Uses punctuation, not always correctly Beginning to use spaces between words Upper and lower case letters used inconsistently	for this grade level and text	M (10)	X & &	Developing
16 15 14 13	L(4)	rom left to rom correctly ween words	evel and text	L (8)	and/or too the writer domain Ild have	
12 11 10 9	H(3)	No writing Unreadable Limited sound/ Lines, symbols Random letters Random words No spaces	Not assessed type	H (6) Evidence of sl to no labeling No writing Unreadable Incorrect Text opinion) I sentence	 No writing Unreadable Drawing and development List or labels 	
876	M (2)	No writing Unreadable Limited sound/letter correspondence Lines, symbols, or squiggles Random letters and numbers Random words No spaces	M(2) L(1) Not assessed for this grade level and text type.	Ty	0 6 1	Emergent
54	T(I)	ondence s	L(I) level and text	IL (2) ing with little	w little	

Please use a YELLOW highlighter on the rubric for Pre-Test Assessment and a PINK highlighter on the same rubric for Post-Test Assessment to show growth.

1st Grade Narrative Instructional Analytic Writing Rubric

Mode	
Date	
Name	

Narrative: Stories about real or imagined experiences.

	M	Meets Standards	rds	Appro	Approaching Standards	ndards		Developing			Emergent	
	Narrow and fo Three or more of details (sett physical desci and dialogue) "Heart" of the	 Narrow and focused topic Three or more different yet relevant types of details (setting, internal thinking, physical description, character action, and dialogue) "Heart" of the Message is evident 	relevant types thinking, icter action, rident	Writing stays on topic Two or more different details (setting, intern physical description, and dialogue)	s on topic different yet relevant types ng, internal thinking, cription, character action, e)	n topic fferent yet relevant types of internal thinking, ption, character action,	Drawing an the topic, for Two relevan (setting, inte description, dialogue)	Drawing and writing is generally related to the topic; focus may wander Two relevant details in the writing (setting, internal thinking, physical description, character action, and dialogue)	rally related to riting physical n, and	No writing Unreadable Drawing and/or writing s development of the topic List or labels Lacks detail	1 20	little
	H (24)	M (22)	L (20)	H (18)	M (16)	L (14)	H(12)	M (10)	L(8)	(9) H	M (4)	L(2)
10 HOLD - 10 HOL	 Lead that matches the te Sense of closure that mu "Heart" of the Message Evidence of temporal at when appropriate Narrative reads smoothly naturally 	 Lead that matches the topic Sense of closure that may link back to "Heart" of the Message Evidence of temporal and/or linking words when appropriate Narrative reads smoothly and flows naturally 	uk back to linking words d flows	 Logical sequence includ middle, and an end. Beginning to use tempor words when appropriate 	 Logical sequence including a beginning, middle, and an end. Beginning to use temporal and/or linking words when appropriate 	i beginning, id/or linking	Unreadable at times Reaction to what happen closure Attempt at sequence but underdeveloped/incompl	Unreadable at times Reaction to what happened, but no sense of closure Attempt at sequence but underdeveloped/incomplete	ut no sense of	Evidence of sign of labeling No writing Unreadable Incorrect Text informational)	Evidence of sketch or drawing with little to no labeling No writing Unreadable Incorrect Text Type (opinion or informational) I sentence	, with little to
	H(12)	M(11)	L(10)	H (9)	M (8)	L(7)	H (6)	M(5)	L(4)	H(3)	M (2)	ru
	 Personalizes writing by (different) of the followidetail, precise word choild humor, adjectives/adveri. Uses a variety of sentent sentences more complex sentences more complex. Takes risks with puncturent sentences. 	usin ng: nce, bs se st	g at least two descriptive strong verbs, ructures;	Personalizes writellowing: descrictions of adjectives/adverter Few sentences are few sentences are presented.	 Personalizes writing by using two of the following: descriptive detail, precise word choice, strong verbs, humor, adjectives/adverbs Few sentences are repetitive in nature 	two of the precise word in nature	Simple sentences Personalizes writing following: description choice, strong vertadjectives/adverbs	Simple sentences Personalizes writing by using one of the following: descriptive detail, precise word choice, strong verbs, humor, adjectives/adverbs	one of the precise word	No writing Unreadable I simple sentence Limited vocabulary	ence bulary	
	H(12)	M(11)	(01) T	H(9)	M (8)	L(7)	(9) H	M (5)	L(4)	H(3)	M(2)	L(I)
Grade Level Standards Pg. 26	• Grade level h correctly • Grammar and • Spelling, pun {L.1.2 (a-e)	Grade level high frequency words written correctly Grammar and usage {L.1.1 (a-f)} Spelling, punctuation, and capitalization {L.1.2 (a-e)}	vords written a-f)} pitalization	Many grade level high fix written correctly Complete sentences are Uses upper and lower ca Writes untaught words parangers upper and lower ca appropriately within wools personal lower can appropriately within wools personal lower can appropriately within wools personal lower can appropriately within wools.	Many grade level high frequency words written correctly Complete sentences are present Uses upper and lower case letters correctly Writes untaught words phonetically Uses upper and lower case letters appropriately within words Forms letters accurately	ncy words nt tters correctly tically tters	Uses spaces between wor Capitalizes the first word Capitalizes the pronoun Writes medial and final so Uses punctuation, not alw	Uses spaces between words Capitalizes the first word in a sentence Capitalizes the pronoun I Writes medial and final sounds Uses punctuation, not always correctly	sentence s correctly	No writing Unreadable Limited sound/letter co Random letters, words Upper and lower case I inconsistently Writes initial sounds fo No spaces/inconsistent	No writing Unreadable Limited sound/letter correspondence Random letters, words and/or numbers Upper and lower case letters used inconsistently Writes initial sounds for most words No spaces/inconsistent	dence numbers sed words
	H(12)	M(11)	L (10)	H(9)	M (8)	L(7)	(9) H	M(5)	L (4)	H(3)	M (2)	r(i)
Holistic	60 59 58 57 56	55 54 53 52 51	50 49 48 47 46	45 44 43 42 41	40 39 38 37 36	35 34 33 32 31	30 29 28 27 26	15 24 23 22 21	20 19 18 17 16	15 14 13 12 11	10987	9

Please use a YELLOW highlighter on the rubric for Pre-Test Assessment and a PNK highlighter on the same rubric for Post-Trackssessment to show growth.

1st Grade Opinion Instructional Analytic Writing Rubric

Con	ventions: See grade I CCSS Grade Level	Style/Voice		Organization		Content/Ideas		P D N	
	Standards Pg. 26		ł					Name a l	
H(12)	• Grade level correctly e Grammar an • Spelling, pu {L.1.2 (a-e)	Not assessed type.	H (12)	 Introduces the topic Linking word(s) such connecting the opinic Sense of closure May include solution 	H (24)	 Introduces the topic Supplies at least one the clearly stated op May include some e Includes some varied for specificity 		belief, judgı	
M (II)	Grade level high frequency words written correctly Grammar and usage {L.1.1 (a-f)} Spelling, punctuation, and capitalization {L.1.2 (a-e)	Not assessed for this grade level and text type.	M (11)	Introduces the topic Linking word(s) such as because connecting the opinion and reason Sense of closure May include solution	M (22)	Introduces the topic Supplies at least one reason supporting the clearly stated opinion May include some extraneous details Includes some variety of nouns/pronouns for specificity	Meets Standards	nent, or wa	
T (10)	words written (a-f)} apitalization	vel and text	L (10)	cause	L (20)	a supporting ous details ouns/pronouns	ds	y of thinki	
H (9)	 Many grade level high freq words written correctly Complete sentences are pre Uses upper and lower case correctly Writes untaught words pho Uses upper and lower case appropriately within words Forms letters accurately 	Not assessed fo text type.	H (9)		H(18)	 Clearly stated opinion Reason(s) stated but d opinion 	Approx	Dateing about son	
M(8)	Many grade level high frequency words written correctly Complete sentences are present Uses upper and lower case letters correctly Writes untaught words phonetically Uses upper and lower case letters appropriately within words Forms letters accurately	Not assessed for this grade level and text type.	M (8)		M (16)	Clearly stated opinion Reason(s) stated but does not support opinion	Approaching Standards	nething, not	
L (7)	ncy It	and	L (7)		(14)	support	ds	necess	
H (6)	 Uses spaces between words Capitalizes the first word in a sentence Capitalizes the pronoun I Writes medial and final sounds Uses punctuation, not always correctly Uses spaces between words 	Not assessed for the type.	H (6)		H (12)		מַ	Name Date Mode Mode	
M (5)	ween words first word in a sentence pronoun I und final sounds un, not always correctly ween words	this grade level and text	M (5)	i	M (10)	1	Developing	fact or kno	
L(4)	ntence	nd text	L (4)		1 (8)			wledge	
H (3)	 Limited sound/letter correspondence Random letters, words, and/or numbers Little to no writing Unreadable Student dictated and/or significant adult support Upper and lower case letters used inconsistently Writes initial sounds for most words No spaces/inconsistent 	Not assessed for this grade level and text type.	H(3)	 Evidence of sketch or drawing with little to no labeling No writing Unreadable Incorrect Text Type (narrative or informational) I sentence 	H (6)	 Gives declarative sentence about topic, not an opinion (I eat ice cream.) Unreadable 	En	fact or knowledge. (My favorite, I think, The	
M (2)	rds, and/or number significant and/or significant and se letters used as for most words and	grade level and	M (2)	or drawing with	M (4)	sentence about u se cream.)	Emergent	, I think,	
(1)7	bers bers	text	(1)	h little to	L (2)	opic, not		The	

(I) J

L (2)

Please use a YELLOW highlighter on the rubric for Pre-Test Assessment and a INK highlighter on the same rubric for Post est Assessment to show growth.

1st Grade Informational/Expository Instructional Analytic Writing Rubric

	ige of a subject, help reader better understand a procedure or process, or to provide of a concept.
Mode_	unders
	r better
	reade
	t, help
	subjec ncept.
	ge of a subje of a concept
Dat	<u>ië</u>
	rs' kno ipreher
Name	Informational: increases readers' knowledgreaders with an enhanced comprehension

		Meets Standards	is	Аррг	Approaching Standards	dards		Developing			Emergent	
Content/Ideas	Task/purpose is eventually support precise "facts" as the Generally grade approper precific vocabulary one misconception Contains no more fact/information H (24) M Text Structure(s): Decompare & contrast, problem & solution	 Task/purpose is evident Adequately supports topic with more precise "facts" as the writer believes true of Generally grade appropriate domain specific vocabulary with no more than one misconception Contains no more than one extraneous fact/information H (24) M (22) L (20) Text Smuture(s): Description, sequence, compare & contrast, cause & effect, and/or problem & solution 	with more r believes true e domain more than extraneous L (20) sequence, ffect, and/or	Supports topic winter believes to writer believes to Grade appropriate vocabulary that comisconceptions May contain som facts/information H (18)	Supports topic with some "facts" as the writer believes true Grade appropriate domain specific vocabulary that could have misconceptions May contain some extraneous facts/information H (18) M (16) L (14) Mames/introduces the topic Organizes ideas using at least one text forms (iii) in and using at least one text forms (iii).	facts" as the specific us $\frac{\Gamma(14)}{St \text{ one text}}$	Minimal focus o broad a purpose o Contains at least believes true Minimal grade a specific vocabul misconceptions H (12)	Minimal focus on the task and/or too broad a purpose Contains at least one "fact" the writer believes true Minimal grade appropriate domain specific vocabulary that could have misconceptions H (12) M (10) L (8)	and/or too the writer domain ild have L (8)	No writing Unreadable Drawing and/or writing show little development of the topic List or labels H (6) M (4) L (2) Evidence of sketch or drawing with little to no labeling	of the topic M (4)	w little L (2) ng with little
noitezinagrO	Organizes ideas using at little, introduction, table captions, categories, diag glossary, bold face words zoom in. cut-away, direct Sense of closure Beginning to use spaces, pages between categories H (12) M (1)	Organizes ideas using at least two text features (title, introduction, table of contents, headings, captions, categories, diagrams, conclusion, glossary, bold face words, chapters, drawing, zoom in, cut-away, directional arrows, etc.) Sense of closure Beginning to use spaces, lines or separate pages between categories H (12) M (11) L (10)	wo text features itents, headings, conclusion, iters, drawing, arrows, etc.) or separate L (10)	contents, her diagrams, co words, chapi away, directi H (9)	contents, intolucation, categories, diagrams, conclusion, glossary, bold face words, chapters, drawing, zoom in, cutaway, directional arrows, etc.) H (9) M (8) L (7)	agus or ; categories, ary, bold face oom in, cut-	9 #	(S) M	7.14	Unreadable Incorrect Text Type (narrative or opinion) I sentence H (3) M (2)	Type (narrati	/e or
Style/ Voice	Not assessed type.	Not assessed for this grade level and text type.	evel and text	Not assessed type.	Not assessed for this grade level and text type.	evel and text	Not assessed type.	Not assessed for this grade level and text type.	evel and text	Not assessed type.	Not assessed for this grade level and text	evel and text
Conventions: See grade level CCSS Grade Level Standards Pg. 26	Grade level correctly Grammar an Spelling, pur (L. 1.2 (a-e)	• Grade level high frequency words written correctly • Grammar and usage {L.1.1 (a-f)} • Spelling, punctuation, and capitalization {L.1.2 (a-e}	words written (a-f)} apitalization	Many grade leve written correctly complete senten Uses upper and I correctly Writes untaught Uses upper and I appropriately will appropriately will Forms letters acc	Many grade level high frequency words written correctly Uses upper and lower case letters correctly Writes untaught words phonetically Uses upper and lower case letters Ses upper and lower case letters Appropriately within words Forms letters accurately	ency words ent etters etters	Uses spaces Capitalizes t Capitalizes t Writes media Uses punctur Uses spaces	Uses spaces between words Capitalizes the first word in a sentence Capitalizes the pronoun I Writes medial and final sounds Uses punctuation, not always correctly Uses spaces between words	a sentence ids s correctly	No writing Unreadable Limited sound/letter correspondence Random letters, words and/or numbe Upper and lower case letters used inconsistently Writes initial sounds for most words No spaces/inconsistent	No writing Unreadable Limited sound/letter correspondence Random letters, words and/or numbers Upper and lower case letters used inconsistently Writes initial sounds for most words No spaces/inconsistent	ondence r numbers used t words
Holistic	H (12)	M (11) 44434241	L (10)	H(9)	M (8)	L(7)	H (6)	M (5) 20 19 18 17	L (4)	H(3)	M (2)	L(I)

Please use a YELLOW highlighter on the rubric for Pre-Test Assessment and a PINK highlighter on the same rubric for Post-Test Assessment to show growth.

2nd Grade Narrative Instructional Analytic Writing Rubric

Norrative: Ofories about soil or impaired experiences	Name
	Date
	Mode

Narrative: St	
Stories a	
Stories about real or in	
l or imagine	
ä	
experiences.	

Holistic		Conventions See grade level CCSS Grade Level Standards Pg. 26		Style/Voice		Organization		Content /Ideas	_
60 59 58 57 56	H (12)	Well controllanguage Demonstra English (S Language Uses informand/or other	H (12)	 Writer is aware of all personalizes writing of the following: descriptive detail, strong verbs, humor Takes risks with stroll language, and/or dialinguage, and/or dialinguage. 	H (12)	Well elaborate Smooth transit appropriate us Sense of closu "Heart" of the May begin to tideas (may den herween ideas)	H (24)	Narrow, fi "Heart" of Specific d and create content, of Ideas read	4
55 54 53 52 51	M (11)	Well controlled grade appropriate language Demonstrates command of Standard English (See Common Core State Language Standards) Uses information from experiences and/or other sources when applicable	M (11)	Writer is aware of audience and purpose Personalizes writing by using a variety of the following:descriptive detail, precise word choice, strong verbs, humor Takes risks with strong verbs, interesting language, and/or dialogue Creates emotion with author's craft Uses punctuation as a craft	M (11)	Well elaborated sequence of events Smooth transitions between ideas and/or appropriate use of transition Sense of closure that links back to the "Heart" of the Message May begin to use paragraphs to organize ideas (may demonstrate spaces or lines herween ideas)	M (22)	Narrow, focused and developed topic "Heart" of the Message evident Specific details that are topic appropriate and create mental images, clarify content, or provide information Ideas read smoothly and flow naturally	4-Meets Standards
50 49 48 47 46	L (10)	opriate f Standard re State eriences applicable	L (10)	e and purpose ing a variety e word choice, bword choice, bs, interesting or's craft	L (10)	of events in ideas and/or in back to the back to organize haces or lines	L (20)	cloped topic rident pic appropriate clarify action low naturally	lards
45 44 43 42 41	H (9)	 High frequency work correctly Well controlled grad language; may have writing conventions Use of conventional patterns with occasion Demonstrates committing by the common Core State 	H (9)	 Writer is aware of audient Personalizes writing by a following: descriptive detail, precistrong verbs, humor Variety of word choice: vocabulary (strong adjective lating and/or creative lating audient) Uses a variety of sentences entences more complexed Adds a personal reflection 	H (9)	 An effective lead Beginning to write sequence of events Sense of closure th the "Heart" of the I Story/sentences rean naturally 	H(18)	Narrow and fo Three or more of details that: Message (setti physical descr and dialogue)	3—Ap
40 39 38 37 36	M (8)	High frequency words used are spelled correctly Well controlled grade appropriate language; may have occasional lapses in writing conventions Use of conventional spelling and spelling patterns with occasional lapses Demonstrates command of Standard English with occasional lapses (See	M (8)	Writer is aware of audience Personalizes writing by using two of the following:descriptive detail, precise word choice, strong verbs, humor Variety of word choice: Descriptive vocabulary (strong adjectives), strong verbs, and/or creative language Uses a variety of sentence structures; sentences more complex Adds a personal reflection to writing	M (8)	An effective lead Beginning to write a well elaborated sequence of events Sense of closure that may to link back to the "Heart" of the Message Story/sentences reads smoothly and flows naturally	M (16)	Narrow and focused topic Three or more different yet relevant types of details that support the "Heart" of the Message (setting, internal thinking, physical description, character action, and dialogue)	3—Approaching Standards
35 34 33 32 31	L (7)	re spelled riate sal lapses in and spelling es tandard ss (See	L (7)	two of the vord choice, riptive;), strong age uctures;	T(7)	borated link back to hly and flows	L (14)	relevant types leart" of the hinking, cter action,	indards
30 29 28 27 26	H (6)	 Inconsistent spell words Basic capitalizati generally correct Understanding of 	H (6)	 Variety of word cho one of the following vocabulary (strong a verbs, and/or creative Personalizes writing following: descriptive detail, strong verbs, humor Takes risks with inte (gigantic vs big) 	(6) H	 Lead Beginning, middle, and underdeveloped middle Sense of closure unrelat Message Evidence of temporal ar when appropriate 	H (12)	 Focused topic Topic develope main idea Three or more of details (settl physical deser and dialogue) 	
25 24 23 22 21	M (5)	Inconsistent spelling of high frequency words Basic capitalization and punctuation generally correct Understanding of basic grammar rules	M (5)	Variety of word choice: Must have at least one of the following: descriptive vocabulary (strong adjectives), strong verbs, and/or creative language Personalizes writing by using one of the following: —descriptive detail, precise word choice, strong verbs, humor Takes risks with interesting words (gigantic vs big)	M (5)	 Lead Beginning, middle, and end present, but Beginning, middle, and end present, but underdeveloped middle Sense of closure unrelated to "Heart" of the Message Evidence of temporal and linking words when appropriate 	M (10)	Focused topic Topic developed with details that support main idea Three or more different yet relevant types of details (setting, internal thinking, physical description, character action, and dialogue)	2—Developing
20 19 18 17 16	L (4)	frequency thation mar rules	L (4)	st have at least tive s), strong age yone of the vord choice, vords	L (4)	present, but "Heart" of the king words	L (8)	s that support relevant types thinking, cter action,	
15 14 13 12 11	H(3)	 Few grade level spelled correctly No capitalization No punctuation/i Surface errors m difficult 	H (3)	 No clear voice Limited vocabulary 	H (3)	 Incorrect Text informational) Shows little dii Sentence struc Sentences lack organized way 	H (6)	 Unreadable Undeveloped topic Focus may wander May be list like 	
10987	M (2)		M (2)	abulary	M (2)	7. 20 E	M (4)	d topic vander like	1—Emergent
65	L(I)	ncy words apitalization actuation lerstanding	L(1)		L(1)	or cabulary ed e another in an	L (2)		

Pl-ase use a YELLOW highlighter on the rubric for Pre-Test Assessment and a

2nd Grade Opinion Instructional Analytic Writing Rubric

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	out son
Date_	ing abo
	elief, judgment, or way of thinki
	. way o
	ent, or
	judgm
	belief,
<u> </u>	Opinion: a belief best, etc.)
Nan	Opi best

	Content/Ideas		noihazinagriO		Style / Voice	Conventions: See grade level CCSS Grade Level Standards Pg. 26		Holistic	
,	Introduces the topic Supplies at least two clearly stated opinion Includes some variety for specificity May include some ex	H (24)	Linking word(s) such another, also, and co opinion and at least to Concluding statemen May include solution	H (12)	Not assessed type.	Well controlled grad language Demonstrates comming English (See Commo Language Standards) Uses information fro and/or other sources	H(12)	48 47 46 45	
Meets Standards	o reasons for on ty of nouns/F extraneous de	the topic least two reason ed opinion me variety of no ity e some extraneo	M (22)	 Linking word(s) such as because, another, also, and connecting the opinion and at least two reasons Concluding statement or section May include solution 	M(11)	Not assessed for this grade level and text type.	Well controlled grade appropriate language Demonstrates command of Standard English (See Common Core State Language Standards) Uses information from experiences and/or other sources when applicable	M(11)	44434241
ds		L (20)	cause, ing the asons ction	T (10)	vel and text	priate Standard State riences pplicable	L(10)	40 39 38 37	
Appr	 Clearly stated opinion Includes some proper Supplies at least one r clearly stated opinion 	H (18)	 Linking word(s) another, also, an and one reason Sense of closure 	(6) H	Not assessed for type.	 High frequency wor correctly Well controlled grad language. May have writing conventions Use of conventional patterns with occasion Demonstrates commengies with occasion Common Core State Standards) 	(6) H	36353433	
Approaching Standards	 Clearly stated opinion Includes some proper nouns/details Supplies at least one reason for the clearly stated opinion 	M (16)	 Linking word(s) such as because, another, also, and connect an opinion and one reason Sense of closure 	M (8)	Not assessed for this grade level and text type.	High frequency words used are spelled correctly Well controlled grade appropriate language. May have occasional lapses in writing conventions Use of conventional spelling and spelling patterns with occasional lapses. Demonstrates command of Standard English with occasional lapses (See Common Core State Language Standards)	M (8)	32 31 30 29	
dards	s/details 1 for the	L (14)	an opinion	L(7)	rel and text	are spelled priate nal lapses in g and spelling ses standard es (See	L(7)	38 27 36 25	
	Stated opinion Statements not No reasons	H (12)		(9) H	Not assessed f	 Inconsistent spel words Basic capitalizati generally correct Understanding o 	H (6)	2423221	
Developing	Stated opinion Statements not reasons No reasons	M (10)		M (S)	Not assessed for this grade level and text	Inconsistent spelling of high frequency words Basic capitalization and punctuation generally correct Understanding of basic grammar rules	M (5)	20 19 18 17	
		F (8)		(4)	el and text	frequency ctuation nmar rules	1 (4)	16 15 14 13	
	Gives declarative s not an opinion (I ea of Unreadable Undeveloped topic Focus may wander Shows little directic Sentence structures Sentences lack relaan organized way	(9) H	Incorrect Text Type informational) Unreadable No linking words No sense of closure	HAM	Not assessed f	Few grade level spelled correctly No capitalization No punctuation/i Surface errors madifficult	ונאת	12 11 109	
Emergent	Gives declarative sentence about topic, not an opinion (I eat ice cream.) Unreadable Undeveloped topic Focus may wander Shows little direction and vocabulary Sentence structures are limited Sentences lack relation to one another in an organized way	M (4)		(C) PX	Not assessed for this grade level and text	Few grade level high frequency words Spelled correctly No capitalization/incorrect capitalization No punctuation/incorrect punctuation Surface errors may make understanding difficult	VC) JA	IVI (2)	
	about topic, am.) ocabulary ited ne another i	1 (2)	ve or	100	el and text	ncy words rapitalization nctuation derstanding	(1)		

Please use a YELLOW highlighter on the rubric for Pre-Test Assessment and a INK highlighter on the same rubric for Post st Assessment to show growth.

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2nd Grade Informational/Expository Instructional Analytic Writing Rubric

1	Name
	Date
	Mode

readers with an enhanced comprehension of a concept. Informational: increases readers' knowledge of a subject, help reader better understand a procedure or process, or to provide

Holistic		Conventions: See grade level CCSS Grade Level Standards Pg. 26		Style/ Voice		Organization		Content/Ideas	
48 47 40 40	H(12)	 Well controlled grade appropriate language Demonstrates command of Standar English (See Common Core State Language Standards) Uses information from experiences and/or other sources when applicab 		Not assessed f	H (12)	Text Structure(s): D compare & contrast problem & solution Organizes ideas usin text features (such a headings, diagrams, labels, etc.) Concluding stateme Linking words and/ideas Use spaces, lines or categories	H (24)	 Introduces topic with Supports topic with relevant facts Definitions and det Generally grade app specific vocabulary 	M
#434241	M(11)	Well controlled grade appropriate language Demonstrates command of Standard English (See Corumon Core State Language Standards) Uses information from experiences and/or other sources when applicable		Not assessed for this grade level and text type.	M(II)	Text Structure(s): Description, sequence, compare & contrast, cause & effect, and/or problem & solution Organizes ideas using various (at least three) text features (such as table of contents, beadings, diagrams, captions, bold print, labels, etc.) Concluding statement or section Linking words and/or phrases connect the ideas Use spaces, lines or separate pages between categories	M (22)	Introduces topic Supports topic with mostly accurate and relevant facts Definitions and details develop the topic Generally grade appropriate domain specific vocabulary	Meets Standards
40 39 38 37	L (10)	nriate tandard State iences iplicable	1	evel and text	(01) 1	iequence, fect, and/or at least three) intents, old print, onnect the	L (20)	accurate and lop the topic domain	S
36 35 34 33	H (9)	 High frequency wor correctly Well controlled grac language; may have writing conventional Use of conventional patterns with occasin Demonstrates common English with occasin Common Core State Standards) 		Not assessed type.	H (9)	Text shucture is loosely not flow in sequence Organizes ideas using at (such as table of contents (words or drawings), cap) labels, etc.) Linking words and/or phrused to connect the ideas Attempt at closure Beginning to use spaces, pages between categories	H(18)	Supports topic will writer believes to writer believes to Contains some de May contain som facts/information	Appı
32 31 30 29	M (8)	High frequency words used are spelled correctly Well controlled grade appropriate language; may have occasional lapses in writing conventions Use of conventional spelling and spelling patterns with occasional lapses Demonstrates command of Standard English with occasional lapses (See Common Core State Language Standards)		Not assessed for this grade level and text type.	M (8)	Text structure is loosely organized and may not flow in sequence Organizes ideas using at least two text features (such as table of contents, headings, diagrams (words or drawings], caption, bold print, labels, etc.) Linking words and/or phrases are sometimes used to connect the ideas Attempt at closure Beginning to use spaces, lines, or separate pages between categories	M (16)	Supports topic with some "facts" the writer believes to be true Contains some definitions and details May contain some extraneous facts/information	Approaching Standards
28 27 26 25	L (7)	are spelled priate priate nal lapses in g and spelling ses ses standard ses (See ge		evel and text	L (7)	zed and may zed and may wo text features lings, diagrams old print, ire sometimes or separate	1 (14)	facts" the and details	dards
24 23 22 21	H (6)	 Inconsistent spell words Basic capitalizati generally correct Understanding of 		Not assessed type.	H (6)	11 (14)	H (12)	Minimal focus on broad a purpose Contains simple "f believes to be true Few grade appropr vocabulary that comisconceptions	
20 19 18 17	M (5)	Inconsistent spelling of high frequency words Basic capitalization and punctuation generally correct Understanding of basic grammar rules		for this grade level and text	M (S)	M (10)	W (10)	Minimal focus on the task and/or too broad a purpose Contains simple "facts" the writer believes to be true Few grade appropriate domain specific vocabulary that could have misconceptions	Developing
16 15 14 1)	L (4)	frequency ctuation umar rules		evel and text	1 (4)	(9)	10) 1	and/or too writer ain specific	
12 11 10 9	H(3)	 Few grade level spelled correctly No capitalization No punctuation Surface errors modifficult 		Not assessed type.	H/1)	Incorrect Text Type opinion) Unreadable Shows little directors sentence structure Sentences lack relian organized way	appropriate	 Unreadable Undeveloped task Focus may wander May be list like Little or no suppor or details Basic vocabulary, 	
876	M (2)	Few grade level high frequency words spelled correctly No capitalization/incorrect capitalization No punctuation/incorrect punctuation Surface errors may make understanding difficult		Not assessed for this grade level and text type.	M (2)	• Incorrect Text Type (narrative or opinion) • Unreadable • Shows little direction and vocabulary • Sentence structures are limited • Sentences lack relation to one another in an organized way	appropriate domain specific vocabulary	Unreadable Undeveloped task Focus may wander May be list like Little or no supporting facts, definitions, or details Basic vocabulary, little or no grade	Emergent
54	1.(1)	ency words capitalization mctuation iderstanding		level and text	1 (1)	tive or live or ocabulary lited on another in	c vocabulary	s, definitions,	

~ase use a YELLOW highlighter on the rubric-for Pre-Test Assessment and a rank highlighter on the same rubric for Post-last Assessment to show growth.

3rd Grade Narrative Instructional Analytic Writing Rubric

Mode	
. Date	
le	
Name	

Narrative: Stories about real or imagined experiences.

	4- Meets Standards	3-Approac	3-Approaching Standards	2—Developing		1—Emergent
Content /Ideas	vent sequence that unfolly y details that are topic ap the mental images, clarif de information a whole has balance, de of completeness	0.00	1 설렜일본중합리	and ve m	topic g, internal on, gue)	 Topic present, but little or no focus May be brief or have major drifts
	H (24) M (22) L (20)	H(18) M	M(16) L(14)	H(12) M(10)	L (8)	H(6) M(4) L(2)
	Effective paragraphing to organize ideas Variety of francitional world-(Allerent descriptions)	•	organize locas vords and pirrases		cluding a d.	Incorrect Text Type (informational or opinion)
noi		•	Sense of closure linking to the "Heart" of	inking words when appropriate	poral and	 Loosely linked sequence of events Evidence of some grade level temporal
18Si	Conclusion that follows from the experiences or events	the Message		 Sense of closure, but doesn't link back to the "Heart" of the Message 	link back to	and linking words when appropriate May begin to use naraoranhs to organize
nez				• Effective lead	:	
<u>910</u>				Middle organized with inked details Beginning to use paragraph structure to organize ideas (indent(s))	l details Inicture to	between ideas)
	H(12) M(11) L(10)	H(9) M	M(8) L(7)	H(6) M(5)	L (4)	H(3) M(2) L(1)
ā	Writer is aware of audience and purpose	Attempts to creates	 Attempts to creates emotion through craft 	s aware	et the	r voice
oio\	Writes to entertain Uses dialogue and description to develop	 Uses punctuation as a craft/purpose Beginning to use dialogue and 	s a craft/purpose ialogue and	reader is unable to engage with the writer Minimal sentence variety	th the writer	 Limited vocabulary Thaware of audience
Λ P	experiences and events to show response of characters	description to deve	to develop experiences and		nommo:	Charte of addicate
an	Creates emotion through craft by the use of:	events Taking risks with strong verte	trong verhs	word choices		
əį	suprise, humor, irony, exaggeration, sarcasm)	n interesting	language, and/or dialogue	<i>52</i>		
SE	 Figurative language (similes, metaphors, sensory words, etc.) 	100	(May not be effective and/or overused) Uses a variety of sentence structures			
	H(12) M(11) L(10)	H(9) M	M(8) L(7)	H(6) M(5)	L(4)	H(3) M(2) L(1)
	Well controlled grade appropriate anonace	Well controlled grade appropriate	Well controlled grade appropriate	High frequency words used are spelled	e spelled	high frequency
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noiti e les e Le e Le	English (See Common Core State Language Standards)	 Use of conventional spelling an patterns with occasional lanses 	Use of conventional spelling and spelling patterns with occasional lanses	generally correct Industranding of basic grammar miles	ar miles	No punctuation/incorrect punctuation Surface arrors may make understanding
ale le Frad	•	Demonstrates command of Standard	nand of Standard			difficult
era D	and/or other sources when applicable	English with occasional lapses (See Common Core State Language	ional lapses (See e Language	E		
	H(12) M(11) L(10)	L	M(8) L(7)	H(6) M(5)	1 (4)	H(3) M(2)
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Please use a YELLOW highlighter on the rubric for Pre-Test Assessment and a PINK highlighter on the same rubric for Post-Test Assessment to show growth.

3rd Grade Opinion Instructional Analytic Writing Rubric

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	Holistic	Conventions: See grade level CCSS Grade Level Standards Pg. 28	Style/ Voice		Organization		Content/Ideas	
	48 47 46 45 44 43 42 41 40 39 38 37	propriate of Stand of Stand ore State ore State ore state or application of the provider of th	Not assessed for this grade level and text type.	H(12) M(11) L(10)	oduction of opinion l effective organizational with paragraphing rogression of ideas from g to end king words and phrases; since, for example ng section related to opinion ses such as: this points out c. de solution to support opi de solution to support opi	H (24) M (22) L (20)	 Writes opinion piece on topics or texts, supporting a point of view with reasons and information Introduces the topic Supplies at least 2 relevant reasons for clearly stated opinion, with supporting details No extraneous details included 	Meets Standards
-) 17 (Y) 36 35 34 33		-			(87) H		A
-	32 31 30 29	rolled g may ha nventio nventio ith occ iths cor ith occ Core St) of sou	Not assessed for this grade level and text type.	M (8)		M (16)	 Clearly stated opinion Does not overuse pronouns: this, it, that etc. Supplies at least 1 relevant reason for clearly stated opinion, with supporting details May include some extraneous details and/or irrelevant details 	Approaching Standards
	28 27 26 25	opriate onal lapses in ng and spelling pses Standard Standard ses (See sage ded when	evel and text	L (7)	icludes at least leas from nay be ne opinion	1.(14)	ss: this, it, that, t reason for h supporting ous details	ndards
-	H (6)	 High frequency values Basic capitalization generally correct Understanding of 	Not assessed for type.	H (6)	**(**)	H (12)	 Stated opinion Statements not reasons No reasons 	
	20 19 18 17		Not assessed for this grade level and text type.	M (5)	m (10)	MAIN	n easons	Developing
-	L(4)	ss ed		L(4)), (b)	(8) 1		
	H(3)	Few grade level spelled correctly spelled correctly No capitalization. No punctuation/i Surface errors mudifficult	Not assessed fo type.	H (3)	Incorrect Text Ty informational) Little or no organ Unclear progressi No linking words Organizational str Uneven progressi	167.11	Gives declarative sentence not an opinion (I eat ice culture dable No clear purpose or focus Undeveloped	
-	M (2)	Few grade level high frequency words spelled correctly No capitalization/incorrect capitalization No punctuation/incorrect punctuation Surface errors may make understanding difficult	Not assessed for this grade level and text type.	M(2)	Incorrect Text Type (narrative or informational) Little or no organizational structure Unclear progression of ideas No linking words Organizational structure is one paragraph Uneven progression of ideas	MAN	Gives declarative sentence about topic, not an opinion (I eat ice cream.) Unreadable No clear purpose or focus Undeveloped	Emergent
1	(1)	cy words pitalization ctuation erstanding	el and text	1(1)	ructure		bout topic, m.)	

Please use a YELLOW highlighter on the rubrin for Pre-Test Assessment and a NK highlighter on the same rubric for Post-Lest Assessment to show growth.

4-

3rd Grade Informational/Expository Instructional Analytic Writing Rubric

	edge of a subject, help reader better understand a procedure or process, or to provid on of a concept.
Mode	dge of a subject, help reader better unders n of a concept.
me	Informational: increases readers' knowledge or readers with an enhanced comprehension of
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		Meets Standards	sp	App	Approaching Standards	dards		Developing			Emergent	
ContenVideas	Strong purpose/focus Effectively supports trelevant facts, definition Accurate grade approspecific vocabulary	Strong purpose/focus Effectively supports topic with clear and relevant facts, definitions, and details Accurate grade appropriate domain specific vocabulary	with clear and and details e domain	Clear purpose/focus Adequately supports definitions, and deta Grade appropriate de vocabulary that coul misconceptions	Clear purpose/focus Adequately supports topic with facts, definitions, and details. Grade appropriate domain specific vocabulary that could have misconceptions	with facts, specific	Minimal focus Contains facts: unclear, and/or May include ex information	Minimal focus Contains facts: May be insufficient, unclear, and/or irrelevant May include extraneous details and information	fficient, ails and	No clear focus or purpose Little or no supporting fac or details. Basic vocabulary, little or appropriate domain specif Undeveloped	No clear focus or purpose Little or no supporting facts, definitions, or details. Basic vocabulary, little or no grade appropriate domain specific vocabulary Undeveloped	definitions, grade vocabulary
	H (24)	M (22)	L (20)	H (18)	M(16)	L (14)	H(12)	M(10)	L (8)	(9) H	M(4)	L (2)
noitezineg10	Text Structure(s): Des compare & contrast, c and/or problem & solu Organizes ideas using three) text features (su contents, headings, die bold print, labels, etc.) Effective introduction conclusion Linking words and plu appropriate and conne and between paragraph	• Text Structure(s): Description, sequence, compare & contrast, cause & effect, and/or problem & solution • Organizes ideas using various (at least three) text features (such as table of contents, headings, diagrams, captions, bold print, labels, etc.) • Effective introduction, body, and conclusion • Linking words and phrases are appropriate and connect the ideas within and between paragraphing	tion, sequence, & effect, ous (at least s table of ns, captions, dy, and are e ideas within	Structure is loose not flow in a log Writing text struintroduction, boc Less paragraphs	0 = = = -	ed and may in clusion	Introduction present. (Mu Some attemp phrases	 Introduction, body, and/or conclusion are present. (Must have 2 or 3) Some attempt at linking words and phrases Attempting some type of organization 	onclusion are ds and ganization	Incorrect Text Tyoopinion) Writing may be by Little or no organi Unclear progressi No linking words Frequent extraneo	Incorrect Text Type (narrative or opinion) Writing may be brief or focus may drift Little or no organizational structure Unclear progression of ideas No linking words Frequent extraneous ideas may intrude	e or s may drift ucture sy intrude
Style	H (12) Writer is aw	H (12) M (11) L (10) Writer is aware of audience and purpose	L (10)	H (9)	M (8)	L(7)	(9) H	M (5)	L(4)	H (3) Little sense of	H (3) M (2) I. Little sense of audience or purpose	L(l)
	H(12)	M(11)	L(10)	(6) H	M (8)	(1)	H (6)	M(S)	1 (4)	11/31	M (C)	100
Conventions: See grade level CCSS Grade Level Standards Pg. 28	Well controlled grad- language Demonstrates commi English (See Commo Language Standards) Uses information fro and/or other sources Complete list of sourcapplicable	Well controlled grade appropriate language Demonstrates command of Standard English (See Common Core State Language Standards) Uses information from experiences and/or other sources when applicable Complete list of sources provided when applicable	opriate Standard e State criences applicable ovided when	Well controlled grad- language; may have writing conventional batterns with occasion Demonstrates comm English with occasion Common Core State Standards) Partial list of sources applicable	Well controlled grade appropriate language, may have occasional lapses in writing conventions Use of conventional spelling and spelling patterns with occasional lapses Demonstrates command of Standard English with occasional lapses (See Common Core State Language Standards) Partial list of sources provided when applicable	priate nal lapses in g and spelling ses standard ies (See ge	High frequency v correctly Basic capitalizati generally correct Understanding of		are spelled thation mar rules	Fow grade level high frequency words spelled correctly No capitalization/incorrect capitalization No punctuation/incorrect punctuation Surface errors may make understanding difficult	Few grade level high frequency words spelled correctly No capitalization/incorrect capitalization No bunctuation/incorrect punctuation Surface errors may make understanding difficult	L(1) cy words pitalization ctuation erstanding
2 0 3	H(12)	M(11)	L (10)	H(9)	M (8)	L(7)	(9) H	M (5)	L(4)	H(3)	M (2)	FU
Holistic	60 59 58 57 56	55 54 53 52 51	50 49 48 47 46	45 44 43 42 41	40 39 38 37 36	35 34 33 32 31	30 29 28 27 26	25 24 23 22 21	20 19 18 17 16	15 14 13 12 11	10987	6.5

Please use a YELLOW highlighter on the rubric for Pre-Test Assessment and a NK highlighter on the same rubric for Post- t Assessment to show growth.

4th-5th Grade Narrative Instructional Analytic Writing Rubric

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Narrative: Stories about real or imagined experiences.

Holistic		Conventions See grade level CCSS Grade Level Standards Pg. 28	Style and Voice		Organization		Content /Ideas	
60 59 58 57 56	H (12)	Well controlled graddlanguage Demonstrates comma English (See Commo Language Standards) Uses information frought of the controller sources	 Writer is aware of a Writes to enteriain Uses dialogue and o experiences and every characters Creates emotion that Literary devices (posurprise, humor, iro Figurative language sensory words, etc.) 	H (12)	 Well elaborated sequence Effective paragraphin Variety of transitiona manage the sequence Conclusion that followexperiences or events 	H (24)	 Clear event sequence the naturally Specific details that are and create mental image or provide information Piece as a whole has basense of completeness 	1
55 54 53 52 51	M(11)	Well controlled grade appropriate language Demonstrates command of Standard English (See Common Core State Language Standards) Uses information from experiences and/or other sources when applicable	 Writer is aware of audience and purpose Writes to entertain Uses dialogue and description to develop experiences and events to show response of characters Creates emotion through craft by the use of: Literary devices (personification, element of surprise, humor, irony, exaggeration, sarcasm) Figurative language (similes, metaphors, sensory words, etc.) 	M (11)	Well elaborated sequence of events Effective paragraphing to organize ideas Variety of transitional words/phrases to manage the sequence of events Conclusion that follows from the experiences or events	M (22)	 Clear event sequence that unfolds naturally Specific details that are topic appropriate and create mental images, clarify content or provide information Piece as a whole has balance, depth, and a sense of completeness 	4— Meets Standards
50 49 48 47 46	L (10)	L (10) priate Standard State riences pplicable	o develop response of y the use of: n, element of stion, sarcasm) ctaphors,	(01) 1	f events rganize ideas s/phrases to nts m the	L (20)	nfolds ic appropriate larify content, e, depth, and	rds
45 44 43 42 41	H (9)	Well controlled grac language. May have writing conventions Use of conventional patterns with occasic Demonstrates conur English with occasic Common Core State Standards)	 Attempts to Uses puncture Beginning to description events Taking risks interesting leading to the May not be Uses a varie 	Н (9)	 Uses paragra Uses transition between idea Sense of cloothe Message 	H (18)	 Developed "Heart" of t Three or m types of det of the Mess thinking, p character s Ideas read s 	3-AF
40 39 38 37 36	M (8)	Well controlled grade appropriate language. May have occasional tapses in writing conventions Use of conventional spelling and spelling patterns with occasional lapses Demonstrates command of Standard English with occasional lapses (See Common Core State Language	 Attempts to creates emotion through craft Uses punctuation as a craft/purpose Beginning to use dialogue and description to develop experiences and events Taking risks with strong verbs, interesting language, and/or dialogue (May not be effective and/or overused) Uses a variety of sentence structures 	M (8)	Sur on sur	M (16)	Developed and focused topic "Heart" of the Message evident Three or more different yet relevant types of details that support the "Heart" of the Message (setting, internal thinking, physical description, character action, and dialogue) Ideas read smoothly and flow naturally	3-Approaching Standards
35 34 33 32 31	L (7)	L (7) priate mal lapses in g and spelling ses ses Standard ses (See age	n through craft purpose and riences and rbs, dialogue r overused) tructures	L (7)	e ideas I phrases riate the "Heart" of	L (14)	ic dent relevant the "Heart" ternal tion, logue) w naturally	ndards
30 29 28 27 26	H (6)	H (6) High frequency we correctly Basic capitalization generally correct Understanding of	 Writer is awa reader is unal reader is unal amains and overuse and/word choices 	H (6)	There is a logical beginning, middle beginning, middle Evidence of grad linking words who Sense of closure, the "Heart" of the Effective lead Middle organized Beginning to use organize ideas (in	H (12)	 Narrow and mainly foe May have minor drifts Three or more details (thinking, physical dea character action, and 	
25 24 23 22 21	M(5)	M (5) ncy words used lization and pur trect ng of basic grau	Writer is aware of audience, yet the reader is unable to engage with the writer Minimal sentence variety Overuse and/or repetition of common word choices H(6) M(5) L(4) High frequency words used are spelled correctly Basic capitalization and punctuation generally correct Understanding of basic pranumar rules		There is a logical sequence including a beginning, middle, and an end Evidence of grade level temporal and linking words when appropriate Sense of closure, but doesn't link back the "Heart" of the Message Effective lead Middle organized with linked details Beginning to use paragraph structure to organize ideas (indent(s))	M (10)	Narrow and mainly focused topic May have minor drifts Three or more details (setting, internal thinking, physical description, character action, and dialogue)	2—Developing
20 19 18 17 16	L (4)	ords used are spelled on and punctuation basic grammar rules	, yet the writer f common	L(4)	sequence including a e, and an end le level temporal and hen appropriate but doesn't link back to Message with linked details paragraph structure to denits)	1.(8)	d topic ing, internal intion, logue)	
15 14 13 12 11	H(3)	H (3) Few grade level spelled correctly No capitalization No punctuation/ Surface errors m	 No clear voice Limited vocabulary Unaware of audience 	H (3)	Incorrect Text opinion) Loosely linked Evidence of so, and linking wo, and leas (may dem between ideas)	197 H	 Topic prese May be brit 	
10987	M (2)	H (3) M (2) L (1) Few grade level high frequency words spelled correctly No capitalization/incorrect capitalization No punctuation/incorrect punctuation Surface errors may make understanding difficult	요. 문.	M (2)		M (4)	Topic present, but little or no focus May be brief or have major drifts	1—Emergent
65	1(1)	L(1) ency words capitalization unctuation understanding		L(I)	national or f events rel temporal propriate hs to organize hs to ar lines	1 (2)	no focus r drifts	7

PINK highlighter on the same rubric for Post-Test Assessment to show growth. Please use a YELLOW highlighter on the rubric for Pre-Test Assessment and a

4th-5th Grade Opinion Instructional Analytic Writing Rubric

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	on: a belief, judgment, or way of think' , etc.)
9	ion: a b , etc.)
Name	Opinion: best, e

Emergent	Gives declarative sentence about topic, not an opinion (I eat ice cream.) Unreadable No clear purpose or focus Undeveloped	H (6) M (4) L (2) • Incorrect Text Type (narrative or informational) • Little or no organizational structure • Unclear progression of ideas • No linking words • Organizational structure is one paragraph • Uneven progression of ideas	H (3) M (2) L (1) Not assessed for this grade level and text type.	Few grade level high frequency words spelled correctly No capitalization/incorrect capitalization No punctuation/incorrect punctuation Surface errors may make understanding difficult	H(3) M(2) L(1)
Developing	Stated opinion Statements not reasons No reasons	H(12) M(10) L(8)	H (6) M (5) L (4) Not assessed for this grade level and text type.	High frequency words used are spelled correctly Basic capitalization and punctuation generally correct Understanding of basic grammar rules	H (6) M (5) L(4)
Approaching Standards	 Clearly stated opinion Does not overuse pronouns: this, it, that, etc. Supplies at least 2 relevant reasons for the clearly stated opinion, with supporting details May include some extraneous details and/or irrelevant details 	H (18) M (16) L (14) Introduction is present Organizational structure includes at least 2 paragraphs Adequate progression of ideas from beginning to end Sense of closure present, may be irrelevant or unrelated to the opinion	H (9) M (8) L (7) Not assessed for this grade level and text type.	Well controlled grade appropriate writing conventions Wer of conventions Use of conventional spelling and spelling patterns with occasional lapses Demonstrates command of Standard English with occasional lapses (See Common Core State Language Standards) Partial list of sources provided when applicable	H (9) M (8) L (7) 36 35 34 33 32 31 30 29 28 27 26 25
Meets Standards	 Writes opinion piece on topics or texts, supporting a point of view with reasons and information Introduces the topic Supplies at least 3 relevant reasons for the clearly stated opinion, with supporting details No extraneous details included 	H (24) M (22) L (20) Clear introduction of opinion Clear and effective organizational structure with paragraphing Logical progression of ideas from beginning to end Use of linking words and phrases; in addition, for instance, consequently, specifically Concluding section related to opinion with phrases such as: this points out, this shows, etc.	H(12) M(11) L(10) Not assessed for this grade level and text type.	Well controlled grade appropriate language Demonstrates command of Standard English (See Common Core State Language Standards) Uses information from experiences and/or other sources when applicable Complete list of sources provided when applicable	H (12) M (11) L (10) 48 47 46 45 +44 41 42 41 40 39 38 37
	Content/Ideas	noitezineg10	Style/ Voice	Conventions: See grade level CCSS Grade Level Standards Pg. 28	Holistic

Please use a YELLOW highlighter on the rubric for Pre-Test Assessment and a NK highlighter on the same rubric for Post-12 Assessment to show growth.

4th_5th Grade Informational/Expository Instructional Analytic Writing Rubric

Housie	11-01	Conventions: See g level CCSS Grade Standards Pg. 28	grade Level	Style/ Voice	Organization	Content/Ideas		Informational: increases readers' knowledge of a subject, help reader better under readers with an enhanced comprehension of a concept.	Name
DC 15 05 15 00	H(12)	English (See Commo Language Standards) Uses information fror and/or other sources v Complete list of source applicable	• Well controll language • Demonstrate	• Writer is awa	• Text Structu compare & c and/or probl • Organizes id three) text fe contents, her bold print, la • Effective im conclusion • Linking worn (5th) are apprinted as within	 Strong purpose/focus Effectively supports tellevant facts, definitioned details Accurate grade approspecific vocabulary H (24) M (24) 	۸	nal: increas th an enha	
16 76 66 46 66	M (11)	English (See Common Core State Language Standards) Uses information from experiences and/or other sources when applicable Complete list of sources provided when applicable	H (12) M (11) L (10) Well controlled grade appropriate language Demonstrates command of Standard	Writer is aware of audience and purpose	Text Structure(s): Description, sequence, compare & contrast, cause & effect, and/or problem & solution Organizes ideas using various (at least three) text features (such as table of contents, headings, diagrams, captions, bold print, labels, multimedia(5 th), etc.) Effective introduction, body, and conclusion Linking words(4 th), phrases and clauses (5 th) are appropriate and connect the ideas within and between paragraphing	Strong purpose/focus Effectively supports topic with clear and relevant facts, definitions, quotations, and details Accurate grade appropriate domain specific vocabulary H (24) M (22) I (20)	Meets Standards	ses reader	
30 49 48 47 46	1 (10)	State riences pplicable vided when	L (10) priate Standard	and purpose	on, sequence, & effect, us (at least table of is, captions, ia(5 th), etc.) y, and and clauses meet the tragraphing	vith clear and quotations, domain	is	rs' knowle prehensio	_
111111111	H (9)	 Use of convergence of c	H (9) M (• Well controlled grace language; may have writing conventions	н(9)	Structure is loos not flow in a log Writing text struintroduction, boo Uses paragraphs	Clear purpose/focus Adequately supports to definitions, and details Grade appropriate dom vocabulary that could be misconceptions	App	dge of a s	Date
40 39 38 37 36	M (8)	Use of conventional spelling and spelling patterns with occasional lapses Demonstrates command of Standard English with occasional lapses (See Common Core State Language Standards) Partial list of sources provided when applicable	H (9) M (8) L (7) Well controlled grade appropriate language; may have occasional lapses in writing conventions	M (8)		Clear purpose/focus Adequately supports topic with facts, definitions, and details. Grade appropriate domain specific vocabulary that could have misconceptions H (18) M (16) I (1)	Approaching Stand	ubject, he cept.	
35 34 33 32 31	L (7)	and spelling ses Standard Standard Ses (See ge	L (7) priate nal lapses in	1-(7)	l and r	with facts, pecific	Standards	lp reader l	
30 29 28 27 26	H (6)	generally correct Understanding of	H (6) High frequer correctly Basic capital	H (6)	 Introduction, be present. (Must Some attempt to phrases Attempting son 	Minimal focus Contains facts: unclear and/or May include es information		better und	Mode
25 24 23 22 21	M (5)	rrect ing of basic grammar rules	H(6) M(5) L(4) High frequency words used are spelled correctly Basic capitalization and punctuation	M (5)	। हा सहित्र	us cits: May be insufficient, for irrelevant cextraneous details and	Developing	erstand a	ס
20 19 18 17 16	L (4)	unar rules	L (4) are spelled ctuation	L (4)	onclusion are rds and ganization			procedure	
11 51 61 51	H (3)	No punctuat Surface error difficult	H (3) Few grade level l spelled correctly No capitalization	• Little sense	Incorrect Text Type (narra opinion) Writing may be brief or for Little or no organizational Unclear progression of ide No linking words Frequent extraneous ideas	No clear focu Little or no su or details. Basic vocabu appropriate d Undeveloped		stand a procedure or process, or to provide	
10987	M (2)	No punctuation/incorrect punctuation Surface errors may make understanding difficult	H (3) M (2) L (1) Few grade level high frequency words spelled correctly No capitalization/incorrect capitalization	H (3) M (2) I. Little sense of audience or purpose	Incorrect Text Type (narrative or opinion) Writing may be brief or focus may drift Little or no organizational structure Unclear progression of ideas No linking words Frequent extraneous ideas		Emergent	ss, or to p	
6.5	(1) 1	nchation iderstanding	L (1) ncy words capitalization	L (1)	ive or ive or drift structure is	s, definitions to grade to vocabulary		rovide	

Please use a YELLOW highlighter on the rubric for Pre-Test Assessment and a [Whighlighter on the same rubric for Post-T Assessment to show growth.

High Frequency Words (Colored Word Lists) Expectations by Marking Period

	1 st MP	2 nd MP	3 rd MP	4 th MP
	3= On grade level = 14	3= On grade level = 25	3= On grade level = 36	3= On grade level = 42
Kindergarten	2= Approaching = 9-13	2= Approaching = 20-24	2= Approaching = 27-35	2= Approaching = 35-41
	1= Below= Less than 9	1= Below= Less than 20	1= Below= Less than 27	1= Below= Less than 35
	PINK list (some RED possible)	PINK list and RED list	PINK list and RED list (some ORANGE possible)	PINK list and RED list (some ORANGE possible)
	3= On grade level = 72	3≈ On grade level = 112	3= On grade level = 152	3= On grade level = 192
1 st Grade	2= Approaching = 58-71	2= Approaching = 90-111	2= Approaching = 122-151	2= Approaching = 154-191
	1= Below= Less than 58	1= Below= Less than	1= Below= Less than 122	1= Below= Less than 154
	Students know PINK list and RED list; add ORANGE list; (some YELLOW possible)	ORANGE list; add YELLOW	Add GREEN list	Add BLUE (and possibly INDIGO) lists

Primary and Elementary Spelling Inventory

(adapted from Francine Johnston, 7/98)

prose of Primary and Elementary Spelling Inventory

to assess word knowledge students have to bring to the tasks of reading and spelling

Students are not to study these words. Studying the words would invalidate the purpose of the inventory, which is to find out what they truly know about how words work.

Setting:

This assessment can be administered to small groups (recommended in K-1) or the whole class.

Materials:

- Sentences for words
- Individual Score Sheet
- Class Composite Sheet
- Blank paper for students

Guidelines for Administration:

- Call out the word and use it in a sentence (just as you would for any spelling test).
- Score each student's assessment and record results on the Individual Score Sheet.
- Record class results on the Class Composite.

The words are ordered in terms of their relative difficulty for children in grades K-5. For this reason you only ed to administer the words which sample features your students are likely to master during the year. Below you will find the recommended word count per grade level:

- Kindergarten: the first 5-8 words from the Primary Inventory List
- First grade: at least the first 15 words from the Primary Inventory List
- Second and Third grade: the entire list from the Primary Inventory List and parts of the Elementary Inventory List if needed
- Fourth and Fifth grade: words from the Elementary Inventory List

For those students who are spelling most words correctly in any grade level, you may call out additional words.

Scoring:

- Check off or highlight the features for each word which are spelled according to the descriptors at the top.
- Assign 1 point for each feature (some words are scored for some features and not others).
- Add an additional point in the "Word Correct" column for entire words that are spelled correctly.
- Total the number of points across each word and under each feature.
- Review the feature columns in order to determine the individual needs of your students.

If a student does not receive any points for a particular feature, that feature is beyond their instructional el, and the earlier features should be addressed first.

KINDERGARTEN SPELLING INVENTORY

Directions

From the Phonological Awareness Literacy Screening (PALS), Fall 2002 (Invernizzi & Meler).

Instructions

- 1. Tell the student that you want him or her to spell some words. First, demonstrate the procedure by "spelling" a word aloud, on a blackboard, or on chart paper. Say, "We're going to spell some words. I'll go first. The word I want to spell is mat. I am going to begin by saying the word slowly. MMM-AAA-TTT. Now I'm going to think about each sound I hear. Listen. MMM. I hear a /m/ sound so I will write down the letter m. MMM-AAA. After the /m/, I hear an /a/ sound so I will write down the letter a. MMM-AAA-TTT. At the end of the word, I hear a /t/ sound, so I will write down the letter t.
- Say, "Now I want you to spell some words. Put down a letter for each sound you hear. You can use the alphabet strip at the top of your sheet if you forget how to make a letter. Ready?" (Note: Children should not have studied these before tests and they should not be posted in the room.)
- 3. Ask the student to spell the following words in this order: If it helps your students, use the word in a simple sentence (i.e., I ran to the top of the hill). Do not demonstrate the sounding and process except for the example word mat. You may prompt the student by saying "What else do you hear?"
- Look over the students' writing as they work to be sure you can determine what letters they are
 using. Probe letter-formation by asking each student what letter he or she intended to use by
 naming it or pointing to it on an alphabet strip.
 - 1. top
 - 2. lid
 - 3. wag
 - 4. bet
 - 5. run

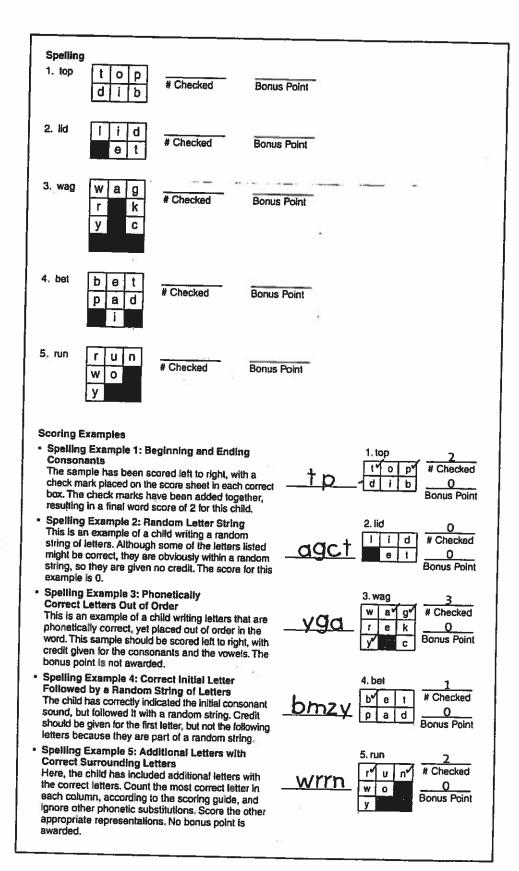
Scoring

Please note that spelling is scored based on phonetically acceptable tetter-sound matches. Therefore, you may see more than one possible phonetic representation for each sound.

- Compare students' spelling to the boxes on the Student Summary Sheet.
- Reading the grid for each word vertically, column by column, left to right, place one check per column in the box that matches the student's spelling. Each check is worth one point. Only one check per column is possible.
- Leave each box blank if there are no matches and proceed to the next column.
- Count the number of boxes checked and record on the line marked "# Checked."
- One bonus point per word is awarded for perfect spelling. If the word is spelled correctly, record a 1 on the line marked "Bonus Point."
- 6. Add all points (# Checked and Bonus Points). Record this total on the line marked "Score."

Scoring Notes

- Static reversals, where the student writes a mirror image of a single letter (e.g., A for R) and self-corrections are not counted as errors. Spellings that contain static reversals are still eligible for the bonus point.
- Kinetic reversals are errors of order, as in writing net for ten. These may be scored for the presence or absence of phonemic letter-sound matches by reading and scoring the sample from right to left.
 Spellings that contain kinetic reversals are not eligible for the bonus point.
- Note: Scoring examples may be found on the following page. You can find more scoring samples on the PALS website at http://curry.edschool.virginia.edu/centers/pals/home.html



Primary Spelling Inventory

Word	Sentence	Word
1.fan	I could use a fan on a hot day.	1.fan
2. pet	I have a pet cat who likes to play.	2. pet
3. dig	He will dig a hole in the sand.	3. dig
4. rob	A racoon will rob a bird's nest for eggs.	4. rob
5. hope	I hope you will do well on the test.	5. hope
6. wait	You will need to wait for the letter.	6. wait
7. gum	I stepped in some bubble gum.	7. gum
8. sled	The dog sled was pulled by huskies.	8. sled
You n	nay stop here in kindergarten unless a student has spelled	5 words correct.
9. stick	I used a stick to poke in the hole.	9. stick
10. shine	He rubbed the coin to make it shine.	10. shine
11. dream	I had a funny dream last night.	11. dream
12. blade	The blade of the knife was very sharp.	12. blade
13. coach	The coach called the team off the field.	13. coach
14. fright	She was a fright in her Halloween costume.	14. fright
15. chewed	The dog chewed on the bone until it was gone.	15. chewed
You m	ay stop here in first grade unless a student has spelled 10	words correctly.
16. crawl	You will get dirty if you crawl under the bed.	16. crawl
17. wishes	In fairy tales, wishes often come true.	17. wishes
18. thorn	The thorn from the rose bush stuck me.	18. thorn
19. shouted	They shouted at the barking dog.	19. shouted
20. spoil	The food will spoil if it sits out too long.	20. spoil
21. growl	The dog will growl if you bother him.	21. growl
22. third	I was the third person in line.	22. third
23. camped	We camped down by the river last weekend.	23. camped
24. tries	He tries hard every day to finish his work.	24. tries
25. clapping	The audience was clapping after the program.	25. clapping
26. riding	They are riding their bikes to the park today.	26. riding

Elementary Spelling Inventory

Word	Sentence	Word
1. bed	I hopped out of bed this morning.	1. bed
2. ship	The ship sailed around the island.	2. ship
3. when	When will you come back?	3. when
4. lump	He had a lump on his head after he fell.	4. lump
5. float	I can float on the water with my new raft.	5. float
6. train	I rode the train to the next town.	6. train
7. place	I found a new place to put my books.	7. place
8. drive	I learned to drive a car.	8. drive
9. bright	The light is very bright .	9. bright
10. shopping	She went shopping for new shoes.	10. shopping
11. spoil	The food will spoil if it is not kept cool.	11. spoil
12. serving	The restaurant is serving dinner tonight.	12. serving
13. chewed	The dog chewed up my favorite sweater yesterday.	13. chewed
14. carries	She carries apples in her basket.	14. carries
15. marched	We marched in the parade.	15. marched
16. shower	The shower in the bathroom was very hot.	16. shower
17. cattle	The cowboy rounded up the cattle.	17. cattle
18. favor	He did his brother a favor by taking out the trash.	18. favor
19. ripen	The fruit will ripen over the next few days.	19. ripen
20. cellar	I went down to the cellar for the can of paint.	20. cellar
21. pleasure	It was a pleasure to listen to the choir sing.	21. pleasure
22. fortunate	It was fortunate that the driver had snow tires during the snowstorm.	22. fortunate
23. confident	I am confident that we can win the game.	23. confident
24. civilize	They had the idea that they could civilize the forest people.	24. civilize
25. opposition	The coach said the opposition would give us a tough game.	25. opposition

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Elementary Spelling Inventory Feature Guide

Primary Spelling Inventory Classroom Composite

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