

Opinion Rubric: Grade 2

Score	Planning and Implementation	Evidence of Genre Characteristics	Conventions of Grammar and Usage	Conventions of Mechanics
4	<p>The writer's ideas are well organized and well developed. The writer:</p> <ul style="list-style-type: none"> creates and maintains a meaningful organizational structure. clearly maintains the opinion throughout the text. uses well-chosen words and phrases that add effect to the opinion piece. 	<p>The writer demonstrates complete understanding of the features of an opinion text. The writer:</p> <ul style="list-style-type: none"> clearly introduces the topic. states an opinion about the topic. includes at least one reason for the opinion based on inferences made about the topic. includes purposefully chosen evidence that supports the reason(s). uses a wide variety of linking words and phrases that connect reasons with evidence. includes an effective concluding sentence or paragraph that makes the reader think about the writer's ideas. consistently uses third person and present tense. 	<p>The writer correctly implements all conventions of grammar and sentence structure. The writer:</p> <ul style="list-style-type: none"> writes engaging and meaningful complete and compound sentences. uses parts of speech in unique ways. uses grammar conventions in clear and concise ways. 	<p>The writer correctly implements all conventions of mechanics (spelling, capitalization, punctuation). The writer:</p> <ul style="list-style-type: none"> always correctly indents paragraphs. makes no, or few, mechanical mistakes, and any mistakes do not hinder overall meaning.
3	<p>The writer's ideas are adequately organized and developed. The writer:</p> <ul style="list-style-type: none"> creates and maintains an organizational structure. maintains the opinion throughout the text. uses words and phrases that add effect to the opinion piece. 	<p>The writer demonstrates an adequate understanding of the features of an opinion text. The writer:</p> <ul style="list-style-type: none"> introduces the topic. states an opinion about the topic. includes one reason for the opinion based on inferences made about the topic. includes evidence that supports the reason. uses linking words and phrases that connect reasons with evidence. includes a concluding sentence or paragraph. uses third person and present tense most of the time. 	<p>The writer implements most conventions of grammar and sentence structure. The writer:</p> <ul style="list-style-type: none"> writes adequate complete and compound sentences. uses parts of speech correctly. uses grammar conventions correctly. 	<p>The writer implements most conventions of mechanics (spelling, capitalization, punctuation). The writer:</p> <ul style="list-style-type: none"> correctly indents paragraphs most of the time. makes occasional mechanical mistakes, but they do not hinder overall meaning.
2	<p>The writer's ideas are somewhat organized and developed. The writer:</p> <ul style="list-style-type: none"> attempts to create an organizational structure. Ideas are difficult to follow. inadequately maintains the opinion throughout the text. Text suggests the writer does not understand the stated opinion. uses few words and phrases that add effect to the opinion piece. 	<p>The writer demonstrates some understanding of the features of an opinion text. The writer:</p> <ul style="list-style-type: none"> attempts to introduce the topic. states a weak opinion about the topic. includes a weak reason for the opinion. includes some evidence that supports the reason, but evidence is weak. uses some linking words and phrases that connect reasons with evidence. includes a weak concluding sentence or paragraph. uses third person and present tense some of the time. 	<p>The writer implements some conventions of grammar and sentence structure. The writer:</p> <ul style="list-style-type: none"> attempts to write complete and compound sentences. uses some parts of speech correctly. uses some grammar conventions correctly. 	<p>The writer implements some conventions of mechanics (spelling, capitalization, punctuation). The writer:</p> <ul style="list-style-type: none"> indents paragraphs some of the time. makes many mechanical mistakes, and they hinder overall meaning.
1	<p>The writer's ideas are disorganized and undeveloped. The writer:</p> <ul style="list-style-type: none"> does not attempt to create an organizational structure. does not maintain the opinion throughout the text. uses few, if any, words and phrases that add effect to the opinion piece. 	<p>The writer demonstrates little, if any, understanding of the features of an opinion text. The writer:</p> <ul style="list-style-type: none"> does not introduce the topic. states an unclear opinion. includes a reason for the opinion. The reason may or may not be connected to the topic. includes little, if any, evidence that supports the reason. uses few, if any, linking words and phrases that connect reasons with evidence. does not include a concluding sentence or paragraph. rarely uses third person and present tense correctly. 	<p>The writer implements few, if any, conventions of grammar and sentence structure. The writer:</p> <ul style="list-style-type: none"> does not write coherent complete and compound sentences. rarely uses parts of speech correctly. rarely uses grammar conventions correctly. 	<p>The writer implements few, if any, conventions of mechanics (spelling, capitalization, punctuation). The writer:</p> <ul style="list-style-type: none"> does not attempt to indent paragraphs. makes many mechanical mistakes, and they hinder overall meaning.

Opinion Checklist: Grade 2

Name _____ Date _____

Title _____

	Yes	No	Not Sure
1. I introduce my topic.	___	___	___
2. I state my opinion at the beginning of my paper.	___	___	___
3. I include a reason for my opinion based on my own thoughts about the topic.	___	___	___
4. I use evidence to support my opinion.	___	___	___
5. I use linking words and phrases to connect reasons and evidence.	___	___	___
6. I include a concluding sentence or paragraph that makes my readers think.	___	___	___
7. My opinion follows an organized structure.	___	___	___
8. I choose words that make sense and make my opinion interesting.	___	___	___
9. I do not change my opinion.	___	___	___
10. I use different types of sentences.	___	___	___
11. I use third person and present tense.	___	___	___

Quality Writing Checklist

I looked for and corrected . . .

parts of speech (nouns, pronouns, verbs, adjectives, adverbs).	___	___	___
grammar.	___	___	___
indented paragraphs.	___	___	___
punctuation.	___	___	___
capitalization.	___	___	___
spelling.	___	___	___

Informative/Explanatory Report Rubric: Grade 2

Score	Planning and Implementation	Evidence of Genre Characteristics	Conventions of Grammar and Usage	Conventions of Mechanics
4	<p>The writer's ideas are well organized and well developed. The writer:</p> <ul style="list-style-type: none"> • includes an introduction, or lead, that grabs readers' attention. • creates and maintains a meaningful organizational structure. • uses well-chosen words and phrases that add effect and description to the informational piece. • includes a strong conclusion that keeps readers thinking. 	<p>The writer demonstrates complete understanding of the features of an informational report. The writer:</p> <ul style="list-style-type: none"> • thoroughly develops the topic by including accurate information (facts, definitions, details). • includes unique graphics that support the information. • includes thoughtfully worded captions that explain each graphic feature. • includes one or more different viewpoints so readers can draw their own conclusions. • includes carefully chosen primary source documents. • thoughtfully uses an informal voice to make the informational piece interesting to young readers. 	<p>The writer correctly implements all conventions of grammar and sentence structure. The writer:</p> <ul style="list-style-type: none"> • writes engaging and meaningful complete and compound sentences. • uses parts of speech in unique ways. • uses grammar conventions in clear and concise ways. 	<p>The writer correctly implements all conventions of mechanics (spelling, capitalization, punctuation). The writer:</p> <ul style="list-style-type: none"> • always correctly indents paragraphs. • makes no, or few, mechanical mistakes, and any mistakes do not hinder overall meaning.
3	<p>The writer's ideas are adequately organized and developed. The writer:</p> <ul style="list-style-type: none"> • includes an introduction, or lead. • creates and maintains an organizational structure. • uses words and phrases that add effect and description to the informational piece. • includes a conclusion. 	<p>The writer demonstrates an adequate understanding of the features of an informational report. The writer:</p> <ul style="list-style-type: none"> • develops the topic by including accurate information (facts, definitions, details). • includes graphics that support the information. • includes captions that explain each graphic feature. • includes one different viewpoint. • includes primary source documents. • uses an informal voice. 	<p>The writer implements most conventions of grammar and sentence structure. The writer:</p> <ul style="list-style-type: none"> • writes adequate complete and compound sentences. • uses parts of speech correctly. • uses grammar conventions correctly. 	<p>The writer implements most conventions of mechanics (spelling, capitalization, punctuation). The writer:</p> <ul style="list-style-type: none"> • correctly indents paragraphs most of the time. • makes occasional mechanical mistakes, but they do not hinder overall meaning.
2	<p>The writer's ideas are somewhat organized and developed. The writer:</p> <ul style="list-style-type: none"> • includes an introduction, or lead, that is weak. • attempts to create and maintain an organizational structure. Ideas are difficult to follow. • uses some words and phrases that add effect and description to the informational piece. • includes a weak conclusion. 	<p>The writer demonstrates some understanding of the features of an informational report. The writer:</p> <ul style="list-style-type: none"> • somewhat develops the topic by including accurate information (facts, definitions, details). • includes few graphics to support the information. • includes some captions that explain the graphics. • attempts to include one different viewpoint. The viewpoint does not necessarily connect to the topic. • includes one primary source document. It may or may not connect to the topic. • attempts to use an informal voice. 	<p>The writer implements some conventions of grammar and sentence structure. The writer:</p> <ul style="list-style-type: none"> • attempts to write complete and compound sentences. • uses some parts of speech correctly. • uses some grammar conventions correctly. 	<p>The writer implements some conventions of mechanics (spelling, capitalization, punctuation). The writer:</p> <ul style="list-style-type: none"> • indents paragraphs some of the time. • makes many mechanical mistakes, and they hinder overall meaning.
1	<p>The writer's ideas are disorganized and undeveloped. The writer:</p> <ul style="list-style-type: none"> • does not include an introduction, or lead. • does not create nor maintain an organizational structure. Ideas are difficult to follow. • uses few, if any, words and phrases that add effect and description to the informational piece. • does not include a conclusion. 	<p>The writer demonstrates little, if any, understanding of the features of an informational report. The writer:</p> <ul style="list-style-type: none"> • does not develop the topic. • includes few, if any, graphics to support the information. • includes few, if any, captions that explain the graphics. • does not include different viewpoints. • does not include primary source documents. • does not maintain an informal voice. 	<p>The writer implements few, if any, conventions of grammar and sentence structure. The writer:</p> <ul style="list-style-type: none"> • does not write coherent complete and compound sentences. • rarely uses parts of speech correctly. • rarely uses grammar conventions correctly. 	<p>The writer implements few, if any, conventions of mechanics (spelling, capitalization, punctuation). The writer:</p> <ul style="list-style-type: none"> • does not attempt to indent paragraphs. • makes many mechanical mistakes, and they hinder overall meaning.

Informative/Explanatory Report Checklist: Grade 2

Name _____ Date _____

Title _____

	Yes	No	Not Sure
1. My report has a strong lead.	___	___	___
2. I tell about my topic at the beginning of the report.	___	___	___
3. I use facts and details to support my ideas.	___	___	___
4. The information in my report is accurate.	___	___	___
5. My report is logically sequenced.	___	___	___
6. I include at least one graphic to support my information.	___	___	___
7. I include captions that explain each graphic.	___	___	___
8. My report includes at least one different viewpoint so that I do not sway my readers to think one way.	___	___	___
9. I use at least one primary source.	___	___	___
10. My report has a strong ending that keeps readers thinking.	___	___	___
11. I change the way I write my sentences.	___	___	___
12. I use adjectives and adverbs to make my informational text more interesting.	___	___	___

Quality Writing Checklist

I looked for and corrected . . .

parts of speech (nouns, pronouns, verbs, adjectives, adverbs).	___	___	___
grammar.	___	___	___
indented paragraphs.	___	___	___
punctuation.	___	___	___
capitalization.	___	___	___
spelling.	___	___	___

Personal Narrative Rubric: Grade 2

Score	Planning and Implementation	Evidence of Genre Characteristics	Conventions of Grammar and Usage	Conventions of Mechanics
4	<p>The writer's ideas are well organized and well developed. The writer:</p> <ul style="list-style-type: none"> recounts a well-elaborated event that is logically sequenced. uses a variety of temporal words to show progression of events. includes a variety of figurative language techniques such as onomatopoeia. uses well-chosen descriptive words and phrases to describe people, places, and events. begins the narrative with a strong lead that grabs readers' attention. includes a strong ending that makes the reader think about the writer's ideas. 	<p>The writer demonstrates complete understanding of the features of a personal narrative. The writer:</p> <ul style="list-style-type: none"> focuses on one particular incident in the personal narrative. includes specific details about the time, place, and people involved. includes dialogue or expresses what people say. uses well-chosen words to describe his or her own thoughts and feelings as well as the actual event. uses conversational, everyday language well (voice). 	<p>The writer correctly implements all conventions of grammar and sentence structure. The writer:</p> <ul style="list-style-type: none"> writes engaging and meaningful complete and compound sentences. uses parts of speech in unique ways. uses grammar conventions in clear and concise ways. 	<p>The writer correctly implements all conventions of mechanics (spelling, capitalization, punctuation). The writer:</p> <ul style="list-style-type: none"> always correctly indents paragraphs. makes no, or few, mechanical mistakes, and any mistakes do not hinder overall meaning.
3	<p>The writer's ideas are adequately organized and developed. The writer:</p> <ul style="list-style-type: none"> recounts an adequately elaborated event that is logically sequenced. uses many temporal words to show progression of events. includes figurative language techniques such as onomatopoeia. uses descriptive words and phrases to describe people, places, and events. begins the narrative with a lead. includes an ending. 	<p>The writer demonstrates adequate understanding of the features of a personal narrative. The writer:</p> <ul style="list-style-type: none"> focuses on one particular incident in the personal narrative. includes details about the time, place, and people involved. includes dialogue or expresses what people say. describes his/her own thoughts and feelings as well as the actual event. uses conversational, everyday language adequately (voice). 	<p>The writer implements most conventions of grammar and sentence structure. The writer:</p> <ul style="list-style-type: none"> writes adequate complete and compound sentences. uses parts of speech correctly. uses grammar conventions correctly. 	<p>The writer implements most conventions of mechanics (spelling, capitalization, punctuation). The writer:</p> <ul style="list-style-type: none"> correctly indents paragraphs most of the time. makes occasional mechanical mistakes, but they do not hinder overall meaning.
2	<p>The writer's ideas are somewhat organized and developed. The writer:</p> <ul style="list-style-type: none"> attempts to recount an event that may or may not be logically sequenced. uses few temporal words. Progression of events is confusing. inadequately uses figurative language. uses some descriptive words and phrases to describe people, places, and events. begins the narrative with a weak lead. includes a weak ending that may or may not connect with the event. 	<p>The writer demonstrates some understanding of the features of a personal narrative. The writer:</p> <ul style="list-style-type: none"> attempts to focus on one particular incident in the personal narrative. includes some details about the time, place, and people involved. inadequately attempts dialogue or expresses what people say. inadequately attempts to describe his/her own thoughts and feelings as well as the actual event. inadequately attempts to use conversational, everyday language (voice). 	<p>The writer implements some conventions of grammar and sentence structure. The writer:</p> <ul style="list-style-type: none"> attempts to write complete and compound sentences. uses some parts of speech correctly. uses some grammar conventions correctly. 	<p>The writer implements some conventions of mechanics (spelling, capitalization, punctuation). The writer:</p> <ul style="list-style-type: none"> indents paragraphs some of the time. makes many mechanical mistakes, and they hinder overall meaning.
1	<p>The writer's ideas are disorganized and undeveloped. The writer:</p> <ul style="list-style-type: none"> attempts to recount an event. It is not logically sequenced. uses few, if any, temporal words. Progression of events is confusing. does not use figurative language. uses few, if any, descriptive words and phrases to describe people, places, and events. does not include a lead that connects to the event, or does not include a lead at all. does not include an ending that connects with the event, or does not include an ending at all. 	<p>The writer demonstrates little, if any, understanding of the features of a personal narrative. The writer:</p> <ul style="list-style-type: none"> does not attempt to focus on one particular event in the personal narrative. includes few, if any, details about the time, place, and people involved. does not attempt to include dialogue or express what people say. does not attempt to describe his/her own thoughts and feelings or to describe the actual event. does not establish an obvious voice. 	<p>The writer implements few, if any, conventions of grammar and sentence structure. The writer:</p> <ul style="list-style-type: none"> does not write coherent complete and compound sentences. rarely uses parts of speech correctly. rarely uses grammar conventions correctly. 	<p>The writer implements few, if any, conventions of mechanics (spelling, capitalization, punctuation). The writer:</p> <ul style="list-style-type: none"> does not attempt to indent paragraphs. makes many mechanical mistakes, and they hinder overall meaning.

Personal Narrative Checklist: Grade 2

Name _____ Date _____

Title _____

	Yes	No	Not Sure
1. My narrative has a strong lead.	___	___	___
2. My narrative focuses on one event in my life.	___	___	___
3. I include specific details about the time, place, and people involved.	___	___	___
4. I include dialogue or expressed what people said.	___	___	___
5. My narrative is logically sequenced.	___	___	___
6. My narrative uses sequence words.	___	___	___
7. I include my own thoughts and feelings.	___	___	___
8. My narrative has a strong ending.	___	___	___
9. I tell my story using my everyday voice.	___	___	___
10. I use describing words, including adjectives and adverbs, that "show, not tell" my story.	___	___	___
11. I use figurative language, including onomatopoeia, to make my narrative interesting.	___	___	___
12. I use simple and compound sentences.	___	___	___

Quality Writing Checklist

I looked for and corrected . . .

parts of speech (nouns, pronouns, verbs, adjectives, adverbs).	___	___	___
grammar.	___	___	___
indented paragraphs.	___	___	___
punctuation.	___	___	___
capitalization.	___	___	___
spelling.	___	___	___

Opinion Rubric: Grade 3

Score	Planning and Implementation	Evidence of Genre Characteristics	Conventions of Grammar and Usage	Conventions of Mechanics
4	<p>The writer's ideas are well organized and well developed. The writer:</p> <ul style="list-style-type: none"> • maintains a meaningful organizational structure. • clearly maintains the opinion throughout the text. • uses well-chosen words and phrases that add effect to the opinion piece. 	<p>The writer demonstrates complete understanding of the features of an opinion text. The writer:</p> <ul style="list-style-type: none"> • clearly introduces the topic. • states an opinion about the topic. • includes at least one reason for the opinion based on inferences made about the topic. • includes purposefully chosen text evidence that supports the reason(s). • uses a wide variety of linking words and phrases that connect reasons with evidence. • includes an effective concluding sentence or paragraph that makes the reader think about the writer's ideas. • consistently uses third person and present tense. 	<p>The writer correctly implements all conventions of grammar and sentence structure. The writer:</p> <ul style="list-style-type: none"> • uses a variety of sentence structures including simple, compound, and complex sentences. • uses parts of speech in unique ways. • uses grammar conventions in clear and concise ways. 	<p>The writer correctly implements all conventions of mechanics (spelling, capitalization, punctuation). The writer:</p> <ul style="list-style-type: none"> • always correctly indents paragraphs. • makes no, or few, mechanical mistakes, and any mistakes do not hinder overall meaning.
3	<p>The writer's ideas are adequately organized and developed. The writer:</p> <ul style="list-style-type: none"> • creates and maintains an organizational structure. • maintains the opinion throughout the text. • uses words and phrases that add effect to the opinion piece. 	<p>The writer demonstrates an adequate understanding of the features of an opinion text. The writer:</p> <ul style="list-style-type: none"> • clearly introduces the topic. • states an opinion about the topic. • includes at least one reason for the opinion. • includes text evidence that supports the reason(s). • uses linking words and phrases that connect reasons with evidence. • includes a concluding sentence or paragraph. • uses third person and present tense most of the time. 	<p>The writer implements most conventions of grammar and sentence structure. The writer:</p> <ul style="list-style-type: none"> • uses varied sentence structures including simple, compound, and complex sentences. • uses correct parts of speech most of the time. • uses correct grammar conventions most of the time. 	<p>The writer implements most conventions of mechanics (spelling, capitalization, punctuation). The writer:</p> <ul style="list-style-type: none"> • correctly indents paragraphs most of the time. • makes occasional mechanical mistakes, but they do not hinder overall meaning.
2	<p>The writer's ideas are somewhat organized and developed. The writer:</p> <ul style="list-style-type: none"> • attempts to create an organizational structure. Ideas are difficult to follow. • inadequately maintains the opinion throughout the text. Text suggests the writer does not understand the stated opinion. • uses few words and phrases that add effect to the opinion piece. 	<p>The writer demonstrates some understanding of the features of an opinion text. The writer:</p> <ul style="list-style-type: none"> • attempts to introduce the topic. • states a weak opinion about the topic. • includes a reason for the opinion. • includes some text evidence that supports the reason, but evidence is weak. • uses some linking words and phrases that connect reasons with evidence. • includes a weak concluding sentence or paragraph. • uses third person and present tense some of the time. 	<p>The writer implements some conventions of grammar and sentence structure. The writer:</p> <ul style="list-style-type: none"> • attempts to use sentence structures including simple, compound, and complex sentences. • uses correct parts of speech some of the time. • uses correct grammar conventions some of the time. 	<p>The writer implements some conventions of mechanics (spelling, capitalization, punctuation). The writer:</p> <ul style="list-style-type: none"> • indents paragraphs some of the time. • makes many mechanical mistakes, and they sometimes hinder overall meaning.
1	<p>The writer's ideas are disorganized and undeveloped. The writer:</p> <ul style="list-style-type: none"> • does not attempt to create an organizational structure. • does not maintain the opinion throughout the text. • uses few, if any, words and phrases that add effect to the opinion piece. 	<p>The writer demonstrates little, if any, understanding of the features of an opinion text. The writer:</p> <ul style="list-style-type: none"> • does not introduce the topic. • states an unclear opinion. • includes a reason for the opinion. The reason may or may not be connected to the topic. • includes little, if any, text evidence that supports the reason. • uses few, if any, linking words and phrases that connect reasons with evidence. • does not include a concluding sentence or paragraph. • rarely uses third person and present tense correctly. 	<p>The writer implements few, if any, conventions of grammar and sentence structure. The writer:</p> <ul style="list-style-type: none"> • does not vary sentence structures (simple, compound, and complex sentences). • rarely uses correct parts of speech. • rarely uses correct grammar conventions. 	<p>The writer implements few, if any, conventions of mechanics (spelling, capitalization, punctuation). The writer:</p> <ul style="list-style-type: none"> • does not attempt to indent paragraphs. • makes many mechanical mistakes, and they hinder overall meaning.

Opinion Checklist: Grade 3

Name _____ Date _____

Title _____

	Yes	No	Not Sure
1. I introduce my topic.	___	___	___
2. I state my opinion at the beginning of my paper.	___	___	___
3. I include reasons for my opinion based on my own thoughts about the topic.	___	___	___
4. I use evidence from the text to support my opinion.	___	___	___
5. I use linking words and phrases to connect reasons and evidence.	___	___	___
6. I include a concluding sentence or paragraph that makes my readers think.	___	___	___
7. My opinion follows an organized structure.	___	___	___
8. I choose words that make sense and make my opinion interesting.	___	___	___
9. I do not change my opinion.	___	___	___
10. I use different types of sentences.	___	___	___
11. I use third person and present tense.	___	___	___

Quality Writing Checklist

I looked for and corrected . . .

parts of speech (nouns, pronouns, verbs, adjectives, adverbs).	___	___	___
grammar.	___	___	___
indented paragraphs.	___	___	___
punctuation.	___	___	___
capitalization.	___	___	___
spelling.	___	___	___

Informative/Explanatory Report Rubric: Grade 3

Score	Planning and Implementation	Evidence of Genre Characteristics	Conventions of Grammar and Usage	Conventions of Mechanics
4	<p>The writer's ideas are well organized and well developed. The writer:</p> <ul style="list-style-type: none"> • grabs readers' attention with a strong lead. • creates and maintains a meaningful organizational structure by introducing the topic and grouping related information. • consistently varies sentence structure (adding detail, combining sentences, starting sentences with different words) to facilitate clear ideas. • uses a wide variety of linking words and phrases to connect ideas. • uses well-chosen words and phrases that add effect and description to the informational piece. • includes a strong conclusion that keeps readers thinking. 	<p>The writer demonstrates complete understanding of the features of an informational report. The writer:</p> <ul style="list-style-type: none"> • thoroughly develops the topic by including accurate information (facts, definitions, details). • includes unique graphics that support the information. • includes thoughtfully worded captions that explain each graphic feature. • includes one or more different viewpoints so readers can draw their own conclusions. • includes carefully chosen primary source documents. • consistently maintains a formal voice. 	<p>The writer correctly implements all conventions. The writer:</p> <ul style="list-style-type: none"> • uses a variety of sentence structures including simple, compound, and complex sentences. • uses parts of speech in unique ways. • uses grammar conventions in clear and concise ways. 	<p>The writer correctly implements all conventions. The writer:</p> <ul style="list-style-type: none"> • always correctly indents paragraphs. • makes no, or few, mechanical mistakes, and any mistakes do not hinder overall meaning.
3	<p>The writer's ideas are adequately organized and developed. The writer:</p> <ul style="list-style-type: none"> • includes an introduction, or lead. • creates and maintains an organizational structure. • varies sentence structure (adding detail, combining sentences, starting sentences with different words) to facilitate clear ideas. • uses linking words and phrases to connect ideas. • uses words and phrases that add effect and description to the informational piece. • includes a conclusion. 	<p>The writer demonstrates an adequate understanding of the features of an informational report. The writer:</p> <ul style="list-style-type: none"> • develops the topic by including accurate information (facts, definitions, details). • includes graphics that support the information. • includes captions that explain each graphic feature. • includes one different viewpoint. • includes primary sources. • maintains a formal voice. 	<p>The writer implements most conventions. The writer:</p> <ul style="list-style-type: none"> • uses varied sentence structures including simple, compound, and complex sentences. • uses correct parts of speech most of the time. • uses correct grammar conventions most of the time. 	<p>The writer implements most conventions. The writer:</p> <ul style="list-style-type: none"> • correctly indents paragraphs most of the time. • makes occasional mechanical mistakes, but they do not hinder overall meaning.
2	<p>The writer's ideas are somewhat organized and developed. The writer:</p> <ul style="list-style-type: none"> • includes an introduction, or lead, that is weak. • attempts to create and maintain an organizational structure. Ideas are difficult to follow. • attempts to vary sentence structure (adding detail, combining sentences, starting sentences with different words). Attempts may or may not aid meaning. • uses some linking words and phrases to connect ideas. • uses some words and phrases that add effect and description to the piece. • includes a weak conclusion. 	<p>The writer demonstrates some understanding of the features of an informational report. The writer:</p> <ul style="list-style-type: none"> • somewhat develops the topic by including accurate information. • includes few graphics to support the information. • includes some captions that explain the graphics. • attempts to include one different viewpoint. The viewpoint does not necessarily connect to the topic. • includes one primary source. It may or may not connect to the topic. • inconsistently maintains a formal voice. 	<p>The writer implements some conventions. The writer:</p> <ul style="list-style-type: none"> • attempts to use varied sentence structures including simple, compound, and complex sentences. • uses correct parts of speech some of the time. • uses correct grammar conventions some of the time. 	<p>The writer implements some conventions. The writer:</p> <ul style="list-style-type: none"> • indents paragraphs some of the time. • makes many mechanical mistakes, and they hinder overall meaning.
1	<p>The writer's ideas are disorganized and undeveloped. The writer:</p> <ul style="list-style-type: none"> • does not include an introduction. • does not create nor maintain an organizational structure. Ideas are difficult to follow. • does not vary sentence structure (adding detail, combining sentences, starting sentences with different words). • uses few, if any, linking words and phrases to connect ideas. • uses few, if any, words and phrases that add effect and description to the piece. • does not include a conclusion. 	<p>The writer demonstrates little, if any, understanding of the features of an informational report. The writer:</p> <ul style="list-style-type: none"> • does not develop the topic. • includes few, if any, graphics to support the information. • includes few, if any, captions that explain the graphics. • does not include different viewpoints. • does not include primary source documents. • does not maintain a formal voice. 	<p>The writer implements few, if any, conventions. The writer:</p> <ul style="list-style-type: none"> • does not vary sentence structures (simple, compound, and complex sentences). • rarely uses correct parts of speech. • rarely uses correct grammar conventions. 	<p>The writer implements few, if any, conventions. The writer:</p> <ul style="list-style-type: none"> • does not attempt to indent paragraphs. • makes many mechanical mistakes, and they hinder overall meaning.

Informative/Explanatory Report Checklist: Grade 3

Name _____ Date _____

Title _____

	Yes	No	Not Sure
1. I introduce my topic and use words that grab my readers' attention.	___	___	___
2. I keep my paper organized by grouping information together in a way that makes sense.	___	___	___
3. The information in my report is accurate.	___	___	___
4. I use facts and details to support my points.	___	___	___
5. I include graphics to support my information.	___	___	___
6. I include captions that explain each graphic.	___	___	___
7. I use linking words and phrases to connect ideas.	___	___	___
8. My report includes different viewpoints so that I do not sway my readers to think one way.	___	___	___
9. I include a strong conclusion that keeps my readers thinking.	___	___	___
10. I choose words that make my text interesting to read and easy to understand.	___	___	___
11. I use at least one primary source.	___	___	___
12. I use different types of sentences.	___	___	___
13. I left "I" behind in my report and use a formal voice.	___	___	___

Quality Writing Checklist

I looked for and corrected . . .

parts of speech (nouns, pronouns, verbs, adjectives, adverbs).	___	___	___
grammar.	___	___	___
indented paragraphs.	___	___	___
punctuation.	___	___	___
capitalization.	___	___	___
spelling.	___	___	___

Personal Narrative Rubric: Grade 3

Score	Planning and Implementation	Evidence of Genre Characteristics	Conventions of Grammar and Usage	Conventions of Mechanics
4	<p>The writer's ideas are well organized and well developed. The writer:</p> <ul style="list-style-type: none"> recounts a well-elaborated event that is logically sequenced. uses a variety of temporal words to show progression of events. uses well-chosen descriptive words and phrases to describe people, places, and events. begins the narrative with a strong lead that grabs readers' attention. includes a strong ending that makes the reader think about the writer's incident. 	<p>The writer demonstrates complete understanding of the features of a personal narrative. The writer:</p> <ul style="list-style-type: none"> focuses on one particular incident in the personal narrative. includes specific details about the time, place, and people involved. effectively includes dialogue or expresses what people say in a way that brings the story to life. uses well-chosen words to describe his/her own thoughts and feelings as well as the actual event. makes a strong connection with the reader by using an informal, personal voice. 	<p>The writer correctly implements all conventions of grammar and sentence structure. The writer:</p> <ul style="list-style-type: none"> uses a variety of sentence structures including simple, compound, and complex sentences. uses parts of speech in unique ways. uses grammar conventions in clear and concise ways. 	<p>The writer correctly implements all conventions of mechanics (spelling, capitalization, punctuation). The writer:</p> <ul style="list-style-type: none"> always correctly indents paragraphs. makes no, or few, mechanical mistakes, and any mistakes do not hinder overall meaning.
3	<p>The writer's ideas are adequately organized and developed. The writer:</p> <ul style="list-style-type: none"> recounts an adequately elaborated event that is logically sequenced. uses many temporal words to show progression of events. uses descriptive words and phrases to describe people, places, and events. begins the narrative with a lead. includes an ending. 	<p>The writer demonstrates adequate understanding of the features of a personal narrative. The writer:</p> <ul style="list-style-type: none"> focuses on one particular incident in the personal narrative. includes details about the time, place, and people involved. includes dialogue or expresses what people say. describes his/her own thoughts and feelings as well as the actual event. makes a connection with the reader by using a personal voice. 	<p>The writer implements most conventions of grammar and sentence structure. The writer:</p> <ul style="list-style-type: none"> uses varied sentence structures including simple, compound, and complex sentences. uses correct parts of speech most of the time. uses correct grammar conventions most of the time. 	<p>The writer implements most conventions of mechanics (spelling, capitalization, punctuation). The writer:</p> <ul style="list-style-type: none"> correctly indents paragraphs most of the time. makes occasional mechanical mistakes, but they do not hinder overall meaning.
2	<p>The writer's ideas are somewhat organized and developed. The writer:</p> <ul style="list-style-type: none"> attempts to recount an event that may or may not be logically sequenced. uses some temporal words to show progression of events. Progression of events is confusing. inadequately describes people, places, and events. begins the narrative with a weak lead. includes a weak ending. 	<p>The writer demonstrates some understanding of the features of a personal narrative. The writer:</p> <ul style="list-style-type: none"> attempts to focus on one particular incident in the personal narrative. includes few details about the time, place, and people involved. includes some dialogue or attempts to express what people say. inadequately describes his/her own thoughts and feelings as well as the actual event. inadequately connects with the reader because of a weak personal voice. 	<p>The writer implements some conventions of grammar and sentence structure. The writer:</p> <ul style="list-style-type: none"> attempts to use sentence structures including simple, compound, and complex sentences. uses correct parts of speech some of the time. uses correct grammar conventions some of the time. 	<p>The writer implements some conventions of mechanics (spelling, capitalization, punctuation). The writer:</p> <ul style="list-style-type: none"> indents paragraphs some of the time. makes many mechanical mistakes, and they hinder overall meaning.
1	<p>The writer's ideas are disorganized and undeveloped. The writer:</p> <ul style="list-style-type: none"> attempts to recount an event. It is not logically sequenced. uses few, if any, temporal words to show progression of events. Progression of events is confusing. does not describe people, places, and events. does not include a lead. does not include an ending. 	<p>The writer demonstrates little, if any, understanding of the features of a personal narrative. The writer:</p> <ul style="list-style-type: none"> does not focus on one particular incident in the personal narrative. includes few, if any, details about the time, place, and people involved. includes little, if any, dialogue or does not express what people say. does not describe his/her own thoughts and feelings as well as the actual event. does not connect to the reader with voice. 	<p>The writer implements few, if any, conventions of grammar and sentence structure. The writer:</p> <ul style="list-style-type: none"> does not vary sentence structures (simple, compound, and complex sentences). rarely uses correct parts of speech. rarely uses correct grammar conventions. 	<p>The writer implements few, if any, conventions of mechanics (spelling, capitalization, punctuation). The writer:</p> <ul style="list-style-type: none"> does not attempt to indent paragraphs. makes many mechanical mistakes, and they hinder overall meaning.

Personal Narrative Checklist: Grade 3

Name _____ Date _____

Title _____

	Yes	No	Not Sure
1. My narrative has a strong lead that catches the reader's attention.	___	___	___
2. My narrative focuses on one event in my life.	___	___	___
3. I include specific details about the time, place, and people involved.	___	___	___
4. I include dialogue or express what people said.	___	___	___
5. My narrative is logically sequenced.	___	___	___
6. My narrative uses sequence words.	___	___	___
7. I include my own thoughts and feelings.	___	___	___
8. My narrative has a strong ending.	___	___	___
9. I tell my story using my everyday voice.	___	___	___
10. I use describing words, including adjectives and adverbs, to tell my story.	___	___	___
11. I use simple, compound, and complex sentences.	___	___	___

Quality Writing Checklist

I looked for and corrected . . .

parts of speech (nouns, pronouns, verbs, adjectives, adverbs).	___	___	___
grammar.	___	___	___
indented paragraphs.	___	___	___
punctuation.	___	___	___
capitalization.	___	___	___
spelling.	___	___	___

Opinion Rubric: Grade 4

Score	Planning and Implementation	Evidence of Genre Characteristics	Conventions of Grammar and Usage	Conventions of Mechanics
4	<p>The writer's ideas are well organized and well developed. The writer:</p> <ul style="list-style-type: none"> • creates and maintains a meaningful organizational structure. • effectively groups related ideas. • uses well-chosen words and phrases that add effect to the opinion piece. • clearly maintains the opinion throughout the text. 	<p>The writer demonstrates complete understanding of the features of an opinion text. The writer:</p> <ul style="list-style-type: none"> • clearly introduces the topic with a strong lead that gets readers' attention. • states an opinion that shows a complete understanding of the topic. • includes multiple reasons for the opinion based on inferences made about the topic. • includes purposefully chosen text evidence to support reasons. • uses a wide variety of linking words and phrases that connect reasons with evidence. • includes an effective concluding sentence or paragraph that makes the reader think about the writer's ideas. • has a voice that shows a strong conviction about the opinion. 	<p>The writer correctly implements all conventions. The writer:</p> <ul style="list-style-type: none"> • produces well-developed complete sentences. • efficiently revises and corrects sentence fragments and run-ons. • uses parts of speech in unique ways. • uses grammar conventions in clear and concise ways. 	<p>The writer correctly implements all conventions. The writer:</p> <ul style="list-style-type: none"> • always correctly indents paragraphs. • makes no, or few, mechanical mistakes, and they do not hinder overall meaning.
3	<p>The writer's ideas are adequately organized and developed. The writer:</p> <ul style="list-style-type: none"> • creates and maintains an organizational structure. • groups connected ideas most of the time. • uses words and phrases that add effect to the opinion piece. • maintains the opinion throughout the text. 	<p>The writer demonstrates an adequate understanding of the features of an opinion text. The writer:</p> <ul style="list-style-type: none"> • introduces the topic with a lead. • states an opinion about the topic. • includes at least two reasons for the opinion. • includes text evidence that supports each reason. • uses linking words and phrases that connect reasons with evidence. • includes a concluding sentence or paragraph. • has a voice that shows conviction about the opinion. 	<p>The writer implements most conventions. The writer:</p> <ul style="list-style-type: none"> • produces complete sentences. • revises and corrects sentence fragments and run-ons most of the time. • uses correct parts of speech most of the time. • uses correct grammar conventions most of the time. 	<p>The writer implements most conventions. The writer:</p> <ul style="list-style-type: none"> • correctly indents paragraphs most of the time. • makes occasional mechanical mistakes, but they do not hinder overall meaning.
2	<p>The writer's ideas are somewhat organized and developed. The writer:</p> <ul style="list-style-type: none"> • attempts to create an organizational structure. Ideas are difficult to follow. • attempts to group connected ideas. • uses few words and phrases that add effect to the opinion piece. • inadequately maintains the opinion throughout the text. Text suggests the writer does not understand the stated opinion. 	<p>The writer demonstrates some understanding of the features of an opinion text. The writer:</p> <ul style="list-style-type: none"> • attempts to introduce the topic. Lead is weak. • states a weak opinion about the topic. • includes one reason for the opinion. • includes some text evidence that supports the reason, but evidence is weak. • uses some linking words and phrases that connect reasons with evidence. • includes a weak concluding sentence or paragraph. • has a voice that shows some conviction about the opinion. 	<p>The writer implements some conventions. The writer:</p> <ul style="list-style-type: none"> • produces complete sentences some of the time. • revises and corrects sentence fragments and run-ons some of the time. • uses correct parts of speech some of the time. • uses correct grammar conventions some of the time. 	<p>The writer implements some conventions. The writer:</p> <ul style="list-style-type: none"> • indents paragraphs some of the time. • makes some mechanical mistakes, and they hinder overall meaning.
1	<p>The writer's ideas are disorganized and undeveloped. The writer:</p> <ul style="list-style-type: none"> • does not attempt to create an organizational structure. • does not group connected ideas. • uses few, if any, words and phrases that add effect to the opinion piece. • does not maintain the opinion throughout the text. 	<p>The writer demonstrates little, if any, understanding of the features of an opinion. The writer:</p> <ul style="list-style-type: none"> • does not introduce the topic. There is no obvious lead. • states an unclear opinion. • includes one reason, if any, for the opinion. • includes little, if any, text evidence that supports the reason. • uses few, if any, linking words and phrases that connect reasons with evidence. • does not include a concluding sentence or paragraph. • has a voice that shows little, if any, conviction about the opinion. 	<p>The writer implements few, if any, conventions. The writer:</p> <ul style="list-style-type: none"> • rarely produces complete sentences. • rarely revises and corrects sentence fragments and run-ons. • rarely uses correct parts of speech. • rarely uses correct grammar conventions. 	<p>The writer implements few, if any, conventions. The writer:</p> <ul style="list-style-type: none"> • does not attempt to indent paragraphs. • makes many mechanical mistakes, and they hinder overall meaning.

Opinion Checklist: Grade 4

Name _____ Date _____

Title _____

	Yes	No	Not Sure
1. I introduce my topic with a lead that gets my readers' attention.	___	___	___
2. I state my opinion at the beginning of my paper.	___	___	___
3. I include reasons for my opinion based on my own thoughts about the topic.	___	___	___
4. I group connected ideas together.	___	___	___
5. I use evidence from the text to support my opinion.	___	___	___
6. I use linking words and phrases to connect reasons and evidence.	___	___	___
7. I include a concluding sentence or paragraph that makes my readers think.	___	___	___
8. My opinion follows an organized structure.	___	___	___
9. I choose words that make sense and make my opinion interesting.	___	___	___
10. I do not change my opinion.	___	___	___
11. I use different types of sentences.	___	___	___
12. I use my voice to show people how much I care about my opinion.	___	___	___

Quality Writing Checklist

I looked for and corrected . . .

sentence fragments and run-ons.	___	___	___
parts of speech (pronouns, auxiliaries, adjectives, prepositions).	___	___	___
grammar.	___	___	___
indented paragraphs.	___	___	___
punctuation.	___	___	___
capitalization.	___	___	___
spelling.	___	___	___

Informative/Explanatory Report Rubric: Grade 4

Score	Planning and Implementation	Evidence of Genre Characteristics	Conventions of Grammar and Usage	Conventions of Mechanics
4	<p>The writer's ideas are well organized and well developed. The writer:</p> <ul style="list-style-type: none"> thoroughly researches the topic before writing. includes an introduction, or lead, that grabs readers' attention. creates and maintains a meaningful organizational structure by introducing the topic and grouping related information. consistently varies sentence structure to facilitate clear ideas. uses a wide variety of linking words and phrases to link ideas within categories of information. uses well-chosen words and phrases and domain-specific vocabulary that add effect and description to the piece. includes a strong conclusion that keeps readers thinking. 	<p>The writer demonstrates complete understanding of the features of an informational report. The writer:</p> <ul style="list-style-type: none"> thoroughly develops the topic by including facts, definitions, details, and examples. includes unique text and graphic features (headings, charts, illustrations, etc.) that support the information. includes thoughtfully worded captions that explain each graphic feature. includes one or more different viewpoints so readers can draw their own conclusions. includes carefully chosen primary sources. consistently maintains a formal voice. 	<p>The writer correctly implements all conventions. The writer:</p> <ul style="list-style-type: none"> produces well-developed complete sentences. efficiently revises and corrects sentence fragments and run-ons. uses parts of speech in unique ways. uses grammar conventions in clear and concise ways. 	<p>The writer correctly implements all conventions. The writer:</p> <ul style="list-style-type: none"> always correctly indents paragraphs. makes no, or few, mechanical mistakes, and they do not hinder overall meaning.
3	<p>The writer's ideas are adequately organized and developed. The writer:</p> <ul style="list-style-type: none"> researches the topic before writing. includes an introduction, or lead. creates and maintains an organizational structure and groups related information into paragraphs or sections. varies sentence structure to facilitate clear ideas. uses linking words and phrases to link ideas within categories of information. uses words and phrases and domain-specific words that add effect and description to the informational piece. includes a conclusion. 	<p>The writer demonstrates an adequate understanding of the features of an informational report. The writer:</p> <ul style="list-style-type: none"> develops the topic by including facts, definitions, details, and examples. includes text and graphic features (headings, charts, illustrations, etc.) that support the information. includes captions that explain the graphics. includes one different viewpoint. includes primary source documents. maintains a formal voice. 	<p>The writer implements most conventions. The writer:</p> <ul style="list-style-type: none"> produces complete sentences. revises and corrects sentence fragments and run-ons most of the time. uses correct parts of speech most of the time. uses correct grammar conventions most of the time. 	<p>The writer implements most conventions. The writer:</p> <ul style="list-style-type: none"> correctly indents paragraphs most of the time. makes occasional mechanical mistakes, but they do not hinder overall meaning.
2	<p>The writer's ideas are somewhat organized and developed. The writer:</p> <ul style="list-style-type: none"> does some research on the project. includes an introduction, or lead, that is weak. attempts to create and maintain an organizational structure. Though the writer attempts to group related ideas, they are difficult to follow. attempts to vary sentence structure. Attempt does not aid understanding. uses some linking words and phrases to link ideas within categories of information. uses some words and phrases that add effect and description. Domain-specific words may or may not be included. includes a weak conclusion. 	<p>The writer demonstrates some understanding of the features of an informational report. The writer:</p> <ul style="list-style-type: none"> somewhat develops the topic by including facts, definitions, details, etc. includes few text and graphic features to support the information. includes some captions that explain the graphics. Captions may or may not adequately address the graphic. attempts to include one different viewpoint. The viewpoint does not necessarily connect to the topic. includes one primary source document. It may or may not connect to the topic. inconsistently maintains a formal voice. 	<p>The writer implements some conventions. The writer:</p> <ul style="list-style-type: none"> produces complete sentences some of the time. revises and corrects sentence fragments and run-ons some of the time. uses correct parts of speech some of the time. uses correct grammar conventions some of the time. 	<p>The writer implements some conventions. The writer:</p> <ul style="list-style-type: none"> indents paragraphs some of the time. makes many mechanical mistakes, and they sometimes hinder overall meaning.
1	<p>The writer's ideas are disorganized and undeveloped. The writer:</p> <ul style="list-style-type: none"> does very little research on the topic. does not include an introduction, or lead. does not create or maintain an organizational structure. Ideas may be grouped, but they are difficult to follow. does not vary sentence structure. uses few, if any, linking words and phrases to link ideas. uses few, if any, words and phrases that add effect and description. Writer includes few domain-specific words. does not include a conclusion. 	<p>The writer demonstrates little, if any, understanding of the features of an informational report. The writer:</p> <ul style="list-style-type: none"> does not develop the topic. includes few, if any, text and graphic features to support the information. includes few, if any, captions. Captions do not necessarily explain the graphics. does not include different viewpoints. does not include primary sources. does not maintain a formal voice. 	<p>The writer implements few, if any, conventions. The writer:</p> <ul style="list-style-type: none"> rarely produces complete sentences. rarely revises and corrects fragments and run-ons. rarely uses correct parts of speech. rarely uses correct grammar conventions. 	<p>The writer implements few, if any, conventions. The writer:</p> <ul style="list-style-type: none"> does not attempt to indent paragraphs. makes many mechanical mistakes that hinder overall meaning.

Informative/Explanatory Report Checklist: Grade 4

Name _____ Date _____

Title _____

	Yes	No	Not Sure
1. I researched my topic and organized my information into notes that helped me write my paper.	—	—	—
2. I introduce my topic and use words that grab my readers' attention.	—	—	—
3. I keep my paper organized by grouping information together in a way that makes sense. I use paragraphs and sections.	—	—	—
4. I use headings to organize my sections.	—	—	—
5. The information in my report is accurate.	—	—	—
6. I support my points with facts, definitions, and details.	—	—	—
7. I include graphics to support my information.	—	—	—
8. I include captions that explain each graphic.	—	—	—
9. I use linking words and phrases to connect ideas.	—	—	—
10. My report includes different viewpoints so that I do not sway my readers to think one way.	—	—	—
11. I include a strong conclusion that keeps my readers thinking.	—	—	—
12. I choose words that make my text interesting to read and easy to understand. I include words that connect to the topic.	—	—	—
13. I use at least one primary source.	—	—	—
14. I use a formal voice.	—	—	—

Quality Writing Checklist

I looked for and corrected . . .

sentence fragments and run-ons.	—	—	—
parts of speech (pronouns, auxiliaries, adjectives, prepositions).	—	—	—
grammar.	—	—	—
indented paragraphs.	—	—	—
punctuation.	—	—	—
capitalization.	—	—	—
spelling.	—	—	—

Personal Narrative Rubric: Grade 4

Score	Planning and Implementation	Evidence of Genre Characteristics	Conventions of Grammar and Usage	Conventions of Mechanics
4	<p>The writer's ideas are well organized and well developed. The writer:</p> <ul style="list-style-type: none"> effectively orients the reader by establishing a well-elaborated situation. recounts a well-elaborated event that is logically sequenced. uses a variety of transition words and phrases to manage the sequence of events. uses well-chosen concrete words and phrases and sensory details. includes figurative language, including idioms, to make the narrative more interesting. grabs readers' attention with a strong lead. includes a strong ending that naturally makes the reader reflect on the narrative. 	<p>The writer demonstrates complete understanding of the features of a personal narrative. The writer:</p> <ul style="list-style-type: none"> focuses on one particular incident in the personal narrative. includes specific details about the time, place, and people involved. effectively includes dialogue or expresses what people say in a way that brings the story to life. uses well-chosen words to describe his/her own convictions, thoughts, and feelings as well as the actual event. makes a connection with the reader by using kid-friendly language (voice). 	<p>The writer correctly implements all conventions. The writer:</p> <ul style="list-style-type: none"> produces well-developed complete sentences. efficiently revises and corrects sentence fragments and run-ons. effectively and purposefully breaks sentence structure rules to enhance meaning. uses parts of speech in unique ways. uses grammar conventions in clear and concise ways. 	<p>The writer correctly implements all conventions. The writer:</p> <ul style="list-style-type: none"> always correctly indents paragraphs. makes no, or few, mechanical mistakes, and they do not hinder overall meaning.
3	<p>The writer's ideas are adequately organized and developed. The writer:</p> <ul style="list-style-type: none"> establishes a situation. recounts an adequately elaborated event that is logically sequenced. uses transition words and phrases to manage the sequence of events. uses descriptive words and phrases and sensory details. includes figurative language including idioms. begins the narrative with a lead. includes an ending. 	<p>The writer demonstrates adequate understanding of the features of a personal narrative. The writer:</p> <ul style="list-style-type: none"> focuses on one particular incident in the personal narrative. includes details about the time, place, and people involved. includes dialogue or expresses what people say. describes his/her convictions, thoughts, and feelings as well as the event. uses kid-friendly language (voice). 	<p>The writer implements most conventions. The writer:</p> <ul style="list-style-type: none"> produces complete sentences. revises and corrects sentence fragments and run-ons most of the time. purposefully breaks sentence structure rules to enhance meaning. uses correct parts of speech most of the time. uses correct grammar conventions most of the time. 	<p>The writer implements most conventions. The writer:</p> <ul style="list-style-type: none"> correctly indents paragraphs most of the time. makes occasional mechanical mistakes, but they do not hinder overall meaning.
2	<p>The writer's ideas are somewhat organized and developed. The writer:</p> <ul style="list-style-type: none"> attempts to establish a situation. attempts to recount an event. Some parts are logically sequenced. uses some transition words and phrases to manage the sequence of events. Progression of events is confusing. inadequately describes people, places, and events. may or may not include idioms. begins the narrative with a weak lead. includes a weak ending. 	<p>The writer demonstrates some understanding of the features of a personal narrative. The writer:</p> <ul style="list-style-type: none"> attempts to focus on one particular incident in the personal narrative. includes few details about the time, place, and people involved. includes some dialogue or attempts to express what people say. inadequately describes his/her own convictions, thoughts, and feelings as well as the actual event. attempts to use kid-friendly language (voice). 	<p>The writer implements some conventions. The writer:</p> <ul style="list-style-type: none"> produces complete sentences some of the time. revises and corrects sentence fragments and run-ons some of the time. attempts to break sentence structure rules. Meaning may or may not be enhanced. uses correct parts of speech some of the time. uses correct grammar conventions some of the time. 	<p>The writer implements some conventions. The writer:</p> <ul style="list-style-type: none"> indents paragraphs some of the time. makes many mechanical mistakes, and they sometimes hinder overall meaning.
1	<p>The writer's ideas are disorganized and undeveloped. The writer:</p> <ul style="list-style-type: none"> does not establish a situation, leaving the reader confused as to the topic. attempts to recount an event. Event is not logically sequenced. rarely uses transition words and phrases to manage the sequence of events. Progression of events is confusing. does not describe people, places, and events. does not include idioms. does not have a lead. does not have an ending. 	<p>The writer demonstrates little, if any, understanding of the features of a personal narrative. The writer:</p> <ul style="list-style-type: none"> does not focus on one particular incident in the personal narrative. includes few, if any, details about the time, place, and people involved. includes little, if any, dialogue or does not express what people say. does not describe his/her own convictions, thoughts, and feelings as well as the actual event. does not purposefully use kid-friendly language (voice). 	<p>The writer implements few, if any, conventions. The writer:</p> <ul style="list-style-type: none"> rarely produces complete sentences. rarely revises and corrects sentence fragments and run-ons. attempts to break sentence structure rules. Meaning is hindered. rarely uses correct parts of speech. rarely uses correct grammar conventions. 	<p>The writer implements few, if any, conventions. The writer:</p> <ul style="list-style-type: none"> does not attempt to indent paragraphs. makes many mechanical mistakes, and they hinder overall meaning.

Personal Narrative Checklist: Grade 4

Name _____ Date _____

Title _____

	Yes	No	Not Sure
1. My narrative has a strong lead that catches the reader's attention.	___	___	___
2. My narrative focuses on one event in my life.	___	___	___
3. I include specific details about the time, place, and people involved.	___	___	___
4. I include dialogue or express what people said.	___	___	___
5. My narrative is logically sequenced.	___	___	___
6. My narrative uses sequence words.	___	___	___
7. I include my own convictions, thoughts, and feelings.	___	___	___
8. My narrative has a strong ending.	___	___	___
9. I tell my personal narrative using kid-friendly language.	___	___	___
10. I use describing words, including adjectives and adverbs, to tell my story.	___	___	___
11. I use figurative language, including idioms, to make my personal narrative more interesting.	___	___	___
12. I broke sentence rules when necessary to make my personal narrative more interesting.	___	___	___

Quality Writing Checklist

I looked for and corrected . . .

sentence fragments and run-ons.	___	___	___
parts of speech (pronouns, auxiliaries, adjectives, prepositions).	___	___	___
grammar.	___	___	___
indented paragraphs.	___	___	___
punctuation.	___	___	___
capitalization.	___	___	___
spelling.	___	___	___

Opinion Rubric: Grade 5

Score	Planning and Implementation	Evidence of Genre Characteristics	Conventions of Grammar and Usage	Conventions of Mechanics
4	<p>The writer's ideas are well organized and well developed. The writer:</p> <ul style="list-style-type: none"> creates and maintains a meaningful organizational structure. effectively groups related ideas to support the opinion. uses well-chosen words and phrases that add effect to the opinion piece. clearly maintains the opinion throughout the text. 	<p>The writer demonstrates complete understanding of the features of an opinion text. The writer:</p> <ul style="list-style-type: none"> clearly introduces the topic with a strong lead. states an opinion that shows a full understanding of the topic. includes multiple, logically ordered reasons for the opinion based on inferences made about the topic. includes well-chosen text evidence that supports each reason. uses a wide variety of linking words and phrases that connect reasons with evidence. includes an effective concluding sentence or paragraph that makes the reader think about the writer's ideas. has a voice that shows a strong conviction about the opinion. 	<p>The writer correctly implements all conventions. The writer:</p> <ul style="list-style-type: none"> uses parts of speech in unique ways. uses grammar conventions in clear and concise ways. expands, combines, and reduces sentences in unique ways that enhance meaning and style. 	<p>The writer correctly implements all conventions. The writer:</p> <ul style="list-style-type: none"> always correctly indents paragraphs. makes no, or few, mechanical mistakes, and they do not hinder overall meaning.
3	<p>The writer's ideas are adequately organized and developed. The writer:</p> <ul style="list-style-type: none"> creates and maintains an organizational structure. groups related ideas to support the opinion most of the time. uses words and phrases that add effect to the opinion piece. maintains the opinion throughout the text. 	<p>The writer demonstrates an adequate understanding of the features of an opinion text. The writer:</p> <ul style="list-style-type: none"> introduces the topic with a lead. states an opinion about the topic. includes at least two logically ordered reasons for the opinion. includes text evidence that supports each reason. uses linking words and phrases that connect reasons with evidence. includes a concluding sentence or paragraph. has a voice that shows conviction about the opinion. 	<p>The writer implements most conventions. The writer:</p> <ul style="list-style-type: none"> uses parts of speech correctly. uses grammar conventions correctly. adequately expands, combines, and reduces sentences. 	<p>The writer implements most conventions. The writer:</p> <ul style="list-style-type: none"> correctly indents paragraphs most of the time. makes occasional mechanical mistakes, but they do not hinder overall meaning.
2	<p>The writer's ideas are somewhat organized and developed. The writer:</p> <ul style="list-style-type: none"> attempts to create an organizational structure. Ideas are difficult to follow. attempts to group related ideas that support the opinion. uses few words and phrases that add effect to the opinion piece. inadequately maintains the opinion throughout the text. Text suggests the writer does not understand the stated opinion. 	<p>The writer demonstrates some understanding of the features of an opinion text. The writer:</p> <ul style="list-style-type: none"> attempts to introduce the topic. The lead is weak. states a weak opinion about the topic. includes one reason for the opinion. includes some text evidence that supports the reason, but evidence is weak. uses some linking words and phrases that connect reasons with evidence. includes a weak concluding sentence or paragraph. has a voice that shows some conviction about the opinion. 	<p>The writer implements some conventions. The writer:</p> <ul style="list-style-type: none"> uses parts of speech correctly some of the time. uses grammar conventions correctly some of the time. expands, combines, and reduces sentences some of the time. Sentence structure may confuse meaning. 	<p>The writer implements some conventions. The writer:</p> <ul style="list-style-type: none"> indents paragraphs some of the time. makes many mechanical mistakes, and they sometimes hinder overall meaning.
1	<p>The writer's ideas are disorganized and undeveloped. The writer:</p> <ul style="list-style-type: none"> does not attempt to create an organizational structure. does not group related ideas. The opinion is not supported. uses few, if any, words and phrases that add effect to the opinion piece. does not maintain the opinion throughout the text. 	<p>The writer demonstrates little, if any, understanding of the features of an opinion text. The writer:</p> <ul style="list-style-type: none"> does not introduce the topic. There is no obvious lead. states an unclear opinion. includes one reason for the opinion. includes little, if any, text evidence that supports the reason. uses few, if any, linking words and phrases that connect reasons with evidence. does not include a concluding sentence or paragraph. has a voice that shows little, if any, conviction about the opinion. 	<p>The writer implements few, if any, conventions. The writer:</p> <ul style="list-style-type: none"> rarely uses parts of speech correctly. rarely uses grammar conventions correctly. rarely expands, combines, and reduces sentences. Sentence structure confuses meaning. 	<p>The writer implements few, if any, conventions. The writer:</p> <ul style="list-style-type: none"> does not attempt to indent paragraphs. makes many mechanical mistakes, and they hinder overall meaning.

Opinion Checklist: Grade 5

Name _____ Date _____

Title _____

	Yes	No	Not Sure
1. I introduce my topic with a lead that gets my readers' attention.	___	___	___
2. I state my opinion at the beginning of my paper.	___	___	___
3. I include reasons for my opinion based on my own thoughts about the topic.	___	___	___
4. I group connected ideas together.	___	___	___
5. I use evidence from the text to support my opinion.	___	___	___
6. I use linking words and phrases to connect reasons and evidence.	___	___	___
7. I include a concluding sentence or paragraph that makes my readers think.	___	___	___
8. My opinion follows an organized structure.	___	___	___
9. I choose words that make sense and make my opinion interesting.	___	___	___
10. I do not change my opinion.	___	___	___
11. I use my voice to show people how much I care about my opinion.	___	___	___

Quality Writing Checklist

I looked for and corrected . . .

sentence structure (expanding, reducing, and combining).	___	___	___
parts of speech (conjunctions, prepositions, interjections).	___	___	___
grammar.	___	___	___
indented paragraphs.	___	___	___
punctuation.	___	___	___
capitalization.	___	___	___
spelling.	___	___	___

Informative/Explanatory Report Rubric: Grade 5

Score	Planning and Implementation	Evidence of Genre Characteristics	Conventions of Grammar and Usage	Conventions of Mechanics
4	<p>The writer's ideas are well organized and well developed. The writer:</p> <ul style="list-style-type: none"> thoroughly researches the topic before writing. includes an introduction, or lead, that grabs readers' attention. creates a meaningful organizational structure by introducing the topic, providing general observations, and grouping related information into paragraphs or sections. consistently varies sentence structure to facilitate clear ideas. uses a wide variety of linking words and phrases. uses well-chosen words and phrases and domain-specific vocabulary. includes a strong conclusion that keeps readers thinking. 	<p>The writer demonstrates complete understanding of the features of an informational report. The writer:</p> <ul style="list-style-type: none"> thoroughly develops the topic by including accurate facts, definitions, details, and examples. includes unique text and graphic features that support the information. includes thoughtfully worded captions that explain each graphic feature. includes one or more different viewpoints so readers can draw their own conclusions. includes carefully chosen primary source documents (including quotes). consistently maintains a formal, active voice. 	<p>The writer correctly implements all conventions. The writer:</p> <ul style="list-style-type: none"> uses parts of speech in unique ways. uses grammar conventions in clear and concise ways. expands, combines, and reduces sentences in unique ways that enhance meaning and style. 	<p>The writer correctly implements all conventions. The writer:</p> <ul style="list-style-type: none"> always correctly indents paragraphs. makes no, or few, mechanical mistakes, and they do not hinder overall meaning.
3	<p>The writer's ideas are adequately organized and developed. The writer:</p> <ul style="list-style-type: none"> researches the topic before writing. includes an introduction, or lead. creates an organizational structure, introduces the topic, provides general observations, and groups related information into paragraphs or sections. varies sentence structure to facilitate clear ideas. uses linking words and phrases to link ideas. uses words and phrases and domain-specific vocabulary. includes a conclusion. 	<p>The writer demonstrates an adequate understanding of the features of an informational report. The writer:</p> <ul style="list-style-type: none"> develops the topic by including accurate facts, definitions, details, and examples. includes text and graphic features that support the information. includes captions that explain each graphic feature. includes one different viewpoint. includes primary source documents. maintains a formal, active voice. 	<p>The writer implements most conventions. The writer:</p> <ul style="list-style-type: none"> uses parts of speech correctly. uses grammar conventions correctly. adequately expands, combines, and reduces sentences. 	<p>The writer implements most conventions. The writer:</p> <ul style="list-style-type: none"> correctly indents paragraphs most of the time. makes occasional mechanical mistakes, but they do not hinder overall meaning.
2	<p>The writer's ideas are somewhat organized and developed. The writer:</p> <ul style="list-style-type: none"> does some research on the project. includes an introduction, or lead, that is weak. attempts to create an organizational structure. Writer attempts to group related ideas, but they are difficult to follow. attempts to vary sentence structure. uses some linking words and phrases. uses some words and phrases that add effect and description. includes a weak conclusion. 	<p>The writer demonstrates some understanding of the features of an informational report. The writer:</p> <ul style="list-style-type: none"> somewhat develops the topic by including facts, definitions, details, etc. includes few text and graphic features to support the information. includes some captions. Captions may not adequately address the graphic. attempts to include one different viewpoint. The viewpoint does not necessarily connect to the topic. includes one primary source. It may not connect to the topic and may not be a quote. inconsistently maintains a formal, active voice. 	<p>The writer implements some conventions. The writer:</p> <ul style="list-style-type: none"> uses parts of speech correctly some of the time. uses grammar conventions correctly some of the time. expands, combines, and reduces sentences some of the time. Sentence structure may confuse meaning. 	<p>The writer implements some conventions. The writer:</p> <ul style="list-style-type: none"> indents paragraphs some of the time. makes many mechanical mistakes, and they sometimes hinder overall meaning.
1	<p>The writer's ideas are disorganized and undeveloped. The writer:</p> <ul style="list-style-type: none"> does very little research on the topic. does not include an introduction, or lead. does not create nor maintain an organizational structure. Ideas may be grouped, but they are difficult to follow. does not vary sentence structure. uses few, if any, linking words and phrases to link ideas. uses few, if any, words and phrases that add effect and description. Writer includes few domain-specific words. does not include a conclusion. 	<p>The writer demonstrates little, if any, understanding of the features of an informational report. The writer:</p> <ul style="list-style-type: none"> does not develop the topic. includes few, if any, text and graphic features to support the information. includes few, if any, captions. Captions do not necessarily explain the graphics. does not include different viewpoints. does not include primary source documents. does not maintain a formal, active voice. 	<p>The writer implements few, if any, conventions. The writer:</p> <ul style="list-style-type: none"> rarely uses parts of speech correctly. rarely uses grammar conventions correctly. rarely expands, combines, and reduces sentences. Sentence structure confuses meaning. 	<p>The writer implements few, if any, conventions. The writer:</p> <ul style="list-style-type: none"> does not attempt to indent paragraphs. makes many mechanical mistakes, and they hinder overall meaning.

Informative/Explanatory Report Checklist: Grade 5

Name _____ Date _____

Title _____

	Yes	No	Not Sure
1. I researched my topic and organized my information into notes that helped me write my paper.	___	___	___
2. I introduce my topic and use words that grab my readers' attention. I include a general observation about the topic.	___	___	___
3. I keep my paper organized by grouping information together in a way that makes sense. I use paragraphs and sections.	___	___	___
4. I use headings to organize my sections.	___	___	___
5. The information in my report is accurate.	___	___	___
6. I support my points with facts, definitions, and details.	___	___	___
7. I include graphics to support my information.	___	___	___
8. I include captions that explain each graphic.	___	___	___
9. I use linking words and phrases to connect ideas.	___	___	___
10. My report includes different viewpoints so that I do not sway my readers to think one way.	___	___	___
11. I include a strong conclusion that keeps my readers thinking.	___	___	___
12. I choose words that make my text interesting to read and easy to understand. I include words that connect to the topic.	___	___	___
13. I use at least one primary source (a quote).	___	___	___
14. I use a formal, active voice.	___	___	___

Quality Writing Checklist I looked for and corrected . . .

sentence structure (expanding, reducing, and combining).	___	___	___
parts of speech (conjunctions, prepositions, interjections).	___	___	___
grammar.	___	___	___
indented paragraphs.	___	___	___
punctuation.	___	___	___
capitalization.	___	___	___
spelling.	___	___	___

Narrative (Memoir) Rubric: Grade 5

Score	Planning and Implementation	Evidence of Genre Characteristics	Conventions of Grammar and Usage	Conventions of Mechanics
4	<p>The writer's ideas are well organized and well developed. The writer:</p> <ul style="list-style-type: none"> includes events that are thoughtfully and logically sequenced. effectively paces events to develop events and characters. uses a variety of transition words, phrases, and clauses to manage the sequence. uses well-chosen concrete words and phrases and sensory details to describe people, places, and events. begins the memoir with a strong lead. includes a strong ending that naturally makes the reader reflect on the memoir. 	<p>The writer demonstrates complete understanding of the features of a memoir. The writer:</p> <ul style="list-style-type: none"> effectively uses first person to tell the memoir. focuses on a short period of time or several related events. maintains a narrative form to tell the memoir (setting, plot, character development, and conflict). effectively includes dialogue or expresses what people say in a way that brings the story to life. uses well-chosen words to describe his/her own convictions, thoughts, and feelings as well as the actual event. 	<p>The writer correctly implements all conventions. The writer:</p> <ul style="list-style-type: none"> uses parts of speech in unique ways. uses grammar conventions in clear and concise ways. expands, combines, and reduces sentences in unique ways that enhance meaning and style. 	<p>The writer correctly implements all conventions. The writer:</p> <ul style="list-style-type: none"> always correctly indents paragraphs. makes no, or few, mechanical mistakes, and they do not hinder overall meaning.
3	<p>The writer's ideas are adequately organized and developed. The writer:</p> <ul style="list-style-type: none"> includes events that are logically sequenced. paces events to develop events and characters. uses transition words, phrases, and clauses to manage the sequence of events. uses concrete words and phrases and sensory details to describe people, places, and events. begins the memoir with a lead that grabs readers' attention. includes an ending that makes the reader reflect on the memoir. 	<p>The writer demonstrates adequate understanding of the features of a memoir. The writer:</p> <ul style="list-style-type: none"> uses first person to tell the memoir. focuses on a short period of time or several related events. maintains a narrative form to tell the memoir (setting, plot, character development, and conflict). includes dialogue or expresses what people say in a way that brings the story to life. describes his/her own convictions, thoughts, and feelings as well as the actual event. 	<p>The writer implements most conventions. The writer:</p> <ul style="list-style-type: none"> uses parts of speech correctly. uses grammar conventions correctly. adequately expands, combines, and reduces sentences. 	<p>The writer implements most conventions. The writer:</p> <ul style="list-style-type: none"> correctly indents paragraphs most of the time. makes occasional mechanical mistakes, but they do not hinder overall meaning.
2	<p>The writer's ideas are somewhat organized and developed. The writer:</p> <ul style="list-style-type: none"> includes events that are somewhat sequenced. attempts to pace events to develop events and characters. uses transition words, phrases, and clauses to manage the sequence of events some of the time. inadequately describes people, places, and events. begins the memoir with a weak lead. includes a weak ending. 	<p>The writer demonstrates some understanding of the features of a memoir. The writer:</p> <ul style="list-style-type: none"> uses first person to tell the memoir some of the time. attempts to focus on a short period of time or several related events. attempts to maintain a narrative form to tell the memoir (setting, plot, character development, and conflict). Story structure is confusing. attempts to include dialogue or express what people say in a way that brings the story to life. attempts to describe his/her own convictions, thoughts, and feelings as well as the actual event. 	<p>The writer implements some conventions. The writer:</p> <ul style="list-style-type: none"> uses parts of speech correctly some of the time. uses grammar conventions correctly some of the time. expands, combines, and reduces sentences some of the time. Sentence structure may confuse meaning. 	<p>The writer implements some conventions. The writer:</p> <ul style="list-style-type: none"> indents paragraphs some of the time. makes many mechanical mistakes, and they sometimes hinder overall meaning.
1	<p>The writer's ideas are disorganized and undeveloped. The writer:</p> <ul style="list-style-type: none"> includes events that are not sequenced. does not pace events to develop the events and characters. rarely uses transition words, phrases, and clauses to manage the sequence of events. does not describe people, places, and events. does not include a lead. does not include an ending. 	<p>The writer demonstrates little, if any, understanding of the features of a memoir. The writer:</p> <ul style="list-style-type: none"> mixes first and third person. has a focus that is unclear. does not maintain a narrative form to tell the memoir (setting, plot, character development, and conflict). Story structure is confusing. may attempt to include dialogue or express what people say in a way that brings the story to life. Dialogue is not used correctly or effectively. rarely describes his/her own convictions, thoughts, and feelings as well as the actual event. 	<p>The writer implements few, if any, conventions. The writer:</p> <ul style="list-style-type: none"> rarely uses parts of speech correctly. rarely uses grammar conventions correctly. rarely expands, combines, and reduces sentences. Sentence structure confuses meaning. 	<p>The writer implements few, if any, conventions. The writer:</p> <ul style="list-style-type: none"> does not attempt to indent paragraphs. makes many mechanical mistakes, and they hinder overall meaning.

Narrative (Memoir) Checklist: Grade 5

Name _____ Date _____

Title _____

	Yes	No	Not Sure
1. My memoir has a strong lead that catches the reader's attention.	___	___	___
2. My memoir focuses on a short period of time or several related events.	___	___	___
3. I tell my memoir in first person.	___	___	___
4. I tell my memoir using a narrative form. I include setting, character development, plot, and conflict.	___	___	___
5. My memoir is logically sequenced.	___	___	___
6. My memoir uses sequence words.	___	___	___
7. I include specific details about the time, place, and people involved.	___	___	___
8. I use describing words, including adjectives and adverbs, to tell my story.	___	___	___
9. I include dialogue or express what people said.	___	___	___
10. I pace my writing to develop characters and events.	___	___	___
11. I include my own convictions, thoughts, and feelings.	___	___	___
12. My memoir has a strong ending.	___	___	___

Quality Writing Checklist

I looked for and corrected . . .

sentence structure (expanding, reducing, and combining).	___	___	___
parts of speech (conjunctions, prepositions, interjections).	___	___	___
grammar.	___	___	___
indented paragraphs.	___	___	___
punctuation.	___	___	___
capitalization.	___	___	___
spelling.	___	___	___

Argument Rubric: Grade 6

Score	Planning and Implementation	Evidence of Genre Characteristics	Conventions of Grammar and Usage	Conventions of Mechanics
4	<p>The writer's ideas are well organized and well developed. The writer:</p> <ul style="list-style-type: none"> creates and maintains a meaningful organizational structure. effectively groups related ideas to support the claim. uses well-chosen words and phrases that add effect to the analytical argument. clearly maintains a formal style and tone throughout the analytical argument. 	<p>The writer demonstrates complete understanding of the features of an analytical argument. The writer:</p> <ul style="list-style-type: none"> states a claim that shows full understanding of the topic and prompt. clearly introduces the claim in a strong introduction. includes multiple, logically ordered reasons for the claim based on inferences made about the topic. includes well-chosen text evidence from credible sources that supports each reason. uses a wide variety of transition words that connect the claim, the reasons, and the evidence. includes an effective concluding statement that makes the reader think about the writer's ideas. has a voice that shows strong conviction about the claim. 	<p>The writer correctly implements all conventions. The writer:</p> <ul style="list-style-type: none"> uses pronouns in unique ways that enhance the meaning and style. uses grammar conventions in clear and concise ways. varies sentence patterns in unique ways that enhance the meaning and style. 	<p>The writer correctly implements all conventions. The writer:</p> <ul style="list-style-type: none"> always correctly indents paragraphs. makes no, or few, mechanical mistakes, and they do not hinder overall meaning.
3	<p>The writer's ideas are adequately organized and developed. The writer:</p> <ul style="list-style-type: none"> creates and maintains an organizational structure. groups related ideas to support the claim most of the time. uses words and phrases that add effect to the analytical argument. maintains a formal style and tone throughout most of the analytical argument. 	<p>The writer demonstrates an adequate understanding of the features of an analytical argument. The writer:</p> <ul style="list-style-type: none"> states a claim related to the topic and prompt. introduces the claim in the first paragraph. includes at least two multiple, logically ordered reasons for the claim. includes text evidence from credible sources that supports each reason. uses transition words that connect the claim, the reasons, and the evidence. includes a concluding statement. has a voice that shows conviction about the claim. 	<p>The writer implements most conventions. The writer:</p> <ul style="list-style-type: none"> uses pronouns correctly. uses grammar conventions correctly. adequately varies sentence patterns. 	<p>The writer implements most conventions. The writer:</p> <ul style="list-style-type: none"> correctly indents paragraphs most of the time. makes occasional mechanical mistakes, but they do not hinder overall meaning.
2	<p>The writer's ideas are somewhat organized and developed. The writer:</p> <ul style="list-style-type: none"> attempts to create an organizational structure. Ideas are difficult to follow. attempts to group related ideas that support the claim. uses few words and phrases that add effect to the analytical argument. maintains a formal style and tone throughout some of the analytical argument. 	<p>The writer demonstrates understanding of the features of an analytical argument. The writer:</p> <ul style="list-style-type: none"> states a weak claim about the topic. attempts to introduce the claim. The lead is weak. includes one reason for the claim. includes some text evidence that supports the reason, but evidence is weak. uses some transition words that connect the claim, the reasons, and the evidence. includes a weak concluding statement. has a voice that shows some conviction about the claim. 	<p>The writer implements some conventions. The writer:</p> <ul style="list-style-type: none"> uses pronouns correctly some of the time. uses grammar conventions correctly some of the time. varies sentences some of the time. Sentence structure may confuse meaning. 	<p>The writer implements some conventions. The writer:</p> <ul style="list-style-type: none"> indents paragraphs some of the time. makes many mechanical mistakes, and they sometimes hinder overall meaning.
1	<p>The writer's ideas are disorganized and undeveloped. The writer:</p> <ul style="list-style-type: none"> does not attempt to create an organizational structure. does not group related ideas. The claim is not supported. uses few, if any words and phrases that add effect to the analytical argument. does not maintain a formal style and tone in any part of the analytical argument. 	<p>The writer demonstrates little, if any, understanding of the features of an analytical argument. The writer:</p> <ul style="list-style-type: none"> states an unclear claim. does not introduce the claim or topic. There is no obvious lead. Includes at most one reason for the claim. Includes little, if any, text evidence that supports the reason. uses few, if any, transition words that connect the claim, the reasons, and the evidence. does not include a concluding statement. has a voice that shows little, if any, conviction about the claim. 	<p>The writer implements few, if any conventions. The writer:</p> <ul style="list-style-type: none"> rarely uses pronouns correctly. rarely uses grammar conventions correctly. rarely varies sentences. Sentence structure confuses meaning. 	<p>The writer implements few, if any, conventions. The writer:</p> <ul style="list-style-type: none"> does not attempt to indent paragraphs. makes many mechanical mistakes, and they hinder overall meaning.

Argument Checklist: Grade 6

Name _____ Date _____

Title _____

	Yes	No	Not Sure
1. I begin my argument with a strong introduction that gets my readers' attention.	___	___	___
2. I clearly state my claim at the beginning of my paper.	___	___	___
3. I include logical reasons to support my claim.	___	___	___
4. I use evidence from the text to support my claim and reasons.	___	___	___
5. I group connected ideas together.	___	___	___
6. I use transition words and phrases to connect ideas.	___	___	___
7. I provide a concluding statement that makes my readers think.	___	___	___
8. My analytical argument follows an organized structure.	___	___	___
9. I choose words to develop and support my claim and make my writing interesting.	___	___	___
10. I maintain a consistent, formal style and tone throughout my paper.	___	___	___
11. I use my voice to show people how much I believe my claim is correct.	___	___	___

Quality Writing Checklist

I looked for and corrected . . .

sentence structure (varying for style and meaning).	___	___	___
improper or vague pronouns.	___	___	___
grammar.	___	___	___
indented paragraphs.	___	___	___
punctuation.	___	___	___
capitalization.	___	___	___
spelling.	___	___	___

Informative/Explanatory Report Rubric: Grade 6

Score	Planning and Implementation	Evidence of Genre Characteristics	Conventions of Grammar and Usage	Conventions of Mechanics
4	<p>The writer's ideas are well organized and well developed. The writer:</p> <ul style="list-style-type: none"> •has a strong lead that effectively introduces the topic and hooks readers. •effectively and logically sequences ideas to develop the information presented. •incorporates a variety of academic vocabulary words to make the writing more interesting. •uses well-chosen descriptive language, such as adjectives and prepositional phrases, to make writing clearer. •effectively varies sentence structure (sentence length, using similar sentence patterns for effect, combining sentences) throughout the report. •includes a strong ending that keeps readers thinking. 	<p>The writer demonstrates complete understanding of the features of a research report. The writer:</p> <ul style="list-style-type: none"> •presents accurate, relevant, and compelling information. •incorporates well-chosen graphics that logically support the information. •includes well-written captions that effectively explain each graphic feature. •uses a variety of well-chosen primary sources. •incorporates at least three multiple perspectives that do not sway readers. •includes an interesting narrative story line within the informational text to effectively add voice to the report. 	<p>The writer correctly implements all conventions. The writer:</p> <ul style="list-style-type: none"> •uses pronouns in unique ways that enhance the meaning and style. •uses grammar conventions in clear and concise ways. •varies sentence patterns in unique ways that enhance the meaning and style. 	<p>The writer correctly implements all conventions. The writer:</p> <ul style="list-style-type: none"> •always correctly indents paragraphs. •makes no, or few, mechanical mistakes, and they do not hinder overall meaning.
3	<p>The writer's ideas are adequately organized and developed. The writer:</p> <ul style="list-style-type: none"> •has a strong lead. •logically sequences ideas to develop the information presented. •incorporates academic vocabulary words to make the writing more interesting. •uses descriptive language, such as adjectives and prepositional phrases, to make writing clearer. •varies sentence structure (sentence length, using similar sentence patterns for effect, combining sentences) throughout most of the report. •includes a strong ending. 	<p>The writer demonstrates adequate understanding of the features of a research report. The writer:</p> <ul style="list-style-type: none"> •presents accurate and relevant information. •incorporates graphics that support the information. •includes captions that explain each graphic feature. •uses a variety of primary sources. •incorporates at least two multiple perspectives that do not sway readers. •includes a narrative story line within the informational text to add voice to the report. 	<p>The writer implements most conventions. The writer:</p> <ul style="list-style-type: none"> •uses pronouns correctly. •uses grammar conventions correctly. •adequately varies sentence patterns. 	<p>The writer implements most conventions. The writer:</p> <ul style="list-style-type: none"> •correctly indents paragraphs most of the time. •makes occasional mechanical mistakes, but they do not hinder overall meaning.
2	<p>The writer's ideas are somewhat organized and developed. The writer:</p> <ul style="list-style-type: none"> •begins with a weak lead. •attempts to logically sequence ideas to develop the information presented. •attempts to incorporate academic vocabulary words to make the writing more interesting. •attempts to use descriptive language, such as adjectives and prepositional phrases, to make writing clearer. •varies sentence structure (sentence length, using similar sentence patterns for effect, combining sentences) throughout some of the report. •includes a weak ending 	<p>The writer demonstrates some understanding of the features of a research report. The writer:</p> <ul style="list-style-type: none"> •presents accurate information. •incorporates at least one graphic to support the information. •include at least one caption to explain a graphic feature. •uses primary sources. •incorporates at least two multiple perspectives. •includes a weak narrative story line within the informational text to add voice to the report. 	<p>The writer implements some conventions. The writer:</p> <ul style="list-style-type: none"> •uses pronouns correctly some of the time. •uses grammar conventions correctly some of the time. •varies sentences some of the time. Sentence structure may confuse meaning. 	<p>The writer implements some conventions. The writer:</p> <ul style="list-style-type: none"> •indents paragraphs some of the time. •makes many mechanical mistakes, and they sometimes hinder overall meaning.
1	<p>The writer's ideas are disorganized and undeveloped. The writer:</p> <ul style="list-style-type: none"> •does not include a lead. •does not logically sequence ideas. Organizational structure confuses meaning. •does not incorporate academic vocabulary words. •does not use descriptive language to make writing clearer. •rarely varies sentence structure (sentence length, using similar sentence patterns for effect, combining sentences). •does not include an ending. 	<p>The writer demonstrates little, if any, understanding of the features of a research report. The writer:</p> <ul style="list-style-type: none"> •presents inaccurate information. •does not incorporate any graphics to support the information. •does not include any captions. •does not use primary sources. •does not incorporate multiple perspectives. •does not include a narrative story line within the informational text to add voice to the report. 	<p>The writer implements few, if any conventions. The writer:</p> <ul style="list-style-type: none"> •rarely uses pronouns correctly. •rarely uses grammar conventions correctly. •rarely varies sentences. Sentence structure confuses meaning. 	<p>The writer implements few, if any, conventions. The writer:</p> <ul style="list-style-type: none"> •does not attempt to indent paragraphs. •makes many mechanical mistakes, and they hinder overall meaning.

Informative/Explanatory Report Checklist: Grade 6

Name _____ Date _____

Title _____

	Yes	No	Not Sure
1. My report has a strong lead.	___	___	___
2. The information in my report is accurate.	___	___	___
3. I fact-checked my information.	___	___	___
4. I included graphics to support my information.	___	___	___
5. I included captions that explain each graphic.	___	___	___
6. My report includes multiple perspectives so that I do not sway my readers to think one way.	___	___	___
7. My report is logically sequenced.	___	___	___
8. I included academic language to make my writing more interesting.	___	___	___
9. My report has a strong ending that keeps readers thinking.	___	___	___
10. I included primary sources.	___	___	___
11. I included descriptive language, such as adjectives and prepositional phrases, to make my writing clearer.	___	___	___
12. I varied sentence structure in my research report.	___	___	___
13. I included a narrative story line in my research report.	___	___	___

Quality Writing Checklist

I looked for and corrected . . .

incomplete sentences.	___	___	___
subject/verb agreement.	___	___	___
correct verb tense.	___	___	___
incorrect references to money where appropriate.	___	___	___
punctuation (parentheses).	___	___	___
capitalization.	___	___	___
spelling.	___	___	___
indented paragraphs.	___	___	___

*Confer with your teacher about checklist items you are not sure you have addressed.

Narrative (Memoir) Rubric: Grade 6

Score	Planning and Implementation	Evidence of Genre Characteristics	Conventions of Grammar and Usage	Conventions of Mechanics
4	<p>The writer's ideas are well organized and well developed. The writer:</p> <ul style="list-style-type: none"> clearly introduces a narrator and/or characters. includes events that are thoughtfully and logically sequenced. uses effective pacing to develop events and characters. uses a variety of transition words, phrases, and clauses to manage the sequence. uses precise words, descriptive details, and sensory language to describe people, places, and events. begins with a strong lead that establishes context. includes a strong ending that naturally makes the reader reflect on the memoir. 	<p>The writer demonstrates complete understanding of the features of a memoir. The writer:</p> <ul style="list-style-type: none"> effectively uses first person to tell the memoir. focuses on a short period of time or several related events. maintains a consistent narrative form to tell the memoir (setting, plot, character development, and conflict). effectively includes dialogue or expresses what characters say in a way that brings the story to life. uses well-chosen words to describe his/her own convictions, thoughts, and feelings as well as the actual event. 	<p>The writer correctly implements all conventions. The writer:</p> <ul style="list-style-type: none"> uses pronouns in unique ways that enhance the meaning and style. uses grammar conventions in clear and concise ways. varies sentence patterns in unique ways that enhance the meaning and style. 	<p>The writer correctly implements all conventions. The writer:</p> <ul style="list-style-type: none"> always correctly indents paragraphs. makes no, or few, mechanical mistakes, and they do not hinder overall meaning.
3	<p>The writer's ideas are adequately organized and developed. The writer:</p> <ul style="list-style-type: none"> introduces a narrator and/or characters. includes events that are logically sequenced. uses pacing to develop events and characters. uses many transition words, phrases, and clauses to manage the sequence. uses words, details, and sensory language to describe people, places, and events. begins with a lead that establishes context. includes an ending that makes the reader reflect on the memoir. 	<p>The writer demonstrates adequate understanding of the features of a memoir. The writer:</p> <ul style="list-style-type: none"> uses first person to tell the memoir. focuses on a short period of time or several related events. maintains a narrative form to tell the memoir (setting, plot, character development, and conflict). includes dialogue or expresses what characters say in a way that brings the story to life. describes his/her own convictions, thoughts, and feelings as well as the actual event. 	<p>The writer implements most conventions. The writer:</p> <ul style="list-style-type: none"> uses pronouns correctly. uses grammar conventions correctly. adequately varies sentence patterns. 	<p>The writer implements most conventions. The writer:</p> <ul style="list-style-type: none"> correctly indents paragraphs most of the time. makes occasional mechanical mistakes, but they do not hinder overall meaning.
2	<p>The writer's ideas are somewhat organized and developed. The writer:</p> <ul style="list-style-type: none"> somewhat introduces a narrator and/or characters. includes events that are partially sequenced. attempts to use pacing to develop events and characters. uses some transition words, phrases, and clauses to manage the sequence. inadequately describes people, places, and events. begins with a weak lead. includes a weak ending. 	<p>The writer demonstrates some understanding of the features of a memoir. The writer:</p> <ul style="list-style-type: none"> uses first person to tell the memoir some of the time. attempts to focus on a short period of time or several related events. attempts to maintain a narrative form to tell the memoir (setting, plot, character development, and conflict). attempts to include dialogue or expresses what characters say in a way that brings the story to life. attempts to describe his/her own convictions, thoughts, and feelings as well as the actual event. 	<p>The writer implements some conventions. The writer:</p> <ul style="list-style-type: none"> uses pronouns correctly some of the time. uses grammar conventions correctly some of the time. varies sentences some of the time. Sentence structure may confuse meaning. 	<p>The writer implements some conventions. The writer:</p> <ul style="list-style-type: none"> indents paragraphs some of the time. makes many mechanical mistakes, and they sometimes hinder overall meaning.
1	<p>The writer's ideas are disorganized and undeveloped. The writer:</p> <ul style="list-style-type: none"> does not introduce a narrator and/or characters. includes events that are not sequenced. does not use pacing to develop events and characters. uses few, if any, transition words, phrases, and clauses to manage the sequence. does not describe people, places, and events. does not include a lead. does not include an ending. 	<p>The writer demonstrates little, if any, understanding of the features of a memoir. The writer:</p> <ul style="list-style-type: none"> mixes first and third person. has a focus that is unclear. does not maintain a narrative form to tell the memoir (setting, plot, character development, and conflict). Story structure is confusing. may attempt to include dialogue or express what characters say. Dialogue is not used correctly or effectively. rarely describes his/her own convictions, thoughts, and feelings as well as the actual event. 	<p>The writer implements few, if any conventions. The writer:</p> <ul style="list-style-type: none"> rarely uses pronouns correctly. rarely uses grammar conventions correctly. rarely varies sentences. Sentence structure confuses meaning. 	<p>The writer implements few, if any, conventions. The writer:</p> <ul style="list-style-type: none"> does not attempt to indent paragraphs. makes many mechanical mistakes, and they hinder overall meaning.

Narrative (Memoir) Checklist: Grade 6

Name _____ Date _____

Title _____

	Yes	No	Not Sure
1. My memoir has a strong lead.	___	___	___
2. My memoir focuses on one part of my life.	___	___	___
3. My memoir focuses on events the way I remember them.	___	___	___
4. I included thoughts and feelings about the events that explain why they are important to me.	___	___	___
5. I included specific details about the time, place, and people involved.	___	___	___
6. My memoir is logically sequenced.	___	___	___
7. I included my current views about these events.	___	___	___
8. I included dialogue.	___	___	___
9. My memoir has a strong ending that makes readers think.	___	___	___
10. My memoir is written using first person narrative.	___	___	___
11. I included dependent clauses and demonstrative pronouns to make my writing clearer.	___	___	___
12. I included descriptive words to tell about people, places, events, and ideas.	___	___	___
13. I included compound, complex, and simple sentences to make my writing more interesting.	___	___	___

Quality Writing Checklist I looked for and corrected . . .

incomplete sentences.	___	___	___
subject/verb agreement.	___	___	___
correct verb tense.	___	___	___
correct abbreviations where applicable.	___	___	___
correct punctuation.	___	___	___
capitalization (song titles).	___	___	___
spelling.	___	___	___
indented paragraphs.	___	___	___

*Confer with your teacher about checklist items you are not sure you have addressed.

Using Informal Assessments for Parent/Teacher Communication

Parent-teacher conferences are a dynamic way for teachers and parents to discuss the academic, behavioral, and social well-being of students. Conferences have many purposes such as, setting goals together, recognizing strengths and needs, and determining ways to measure progress for the school year. Including students in the conferencing process encourages both the student and teacher to share with parents the targeted goals of reading, writing, speaking, and listening.

1. Develop a strategic plan with each student for reading, writing, speaking, and listening.
2. The focus of each conference should be on the individual student and his/her own progress and behaviors.
3. Gather all data from multiple sources, including informal assessment materials, such as:
 - Anecdotal records
 - Results from the level screeners
 - Results from running records
 - Small-group observation checklists and records
 - Retelling assessments
 - Writing assessment frames
4. Include the student in the conference.
5. Be positive and focused on plans to correct any problems you and the parents and/or the student agree upon.