



Scoring Guide K-2 Ideas

<p>6 EXCEPTIONAL</p> <ul style="list-style-type: none">⊗ The main idea is clear and fresh; the topic is narrowed⊗ Supporting details enhance the idea or story line⊗ Pictures (if present) offer intriguing details or clarification⊗ Development is in depth, balanced and complete⊗ Focus is maintained throughout the writing	<p>5 EXPERIENCED</p> <ul style="list-style-type: none">⊗ The main idea is clear; topic is manageable⊗ Supporting details help flesh out the idea or story line⊗ Pictures (if present) add detail to the idea or story line⊗ Development includes some specific, interesting detail⊗ Focus is generally maintained	<p>4 CAPABLE</p> <ul style="list-style-type: none">⊗ The main idea, simple story or explanation is clear in the text⊗ Support is present and generally adds to the main idea or story line⊗ Pictures (if present) clearly connect with the main idea⊗ Development is general, broad strokes⊗ Focus wavers at times
<p>3 DEVELOPING</p> <ul style="list-style-type: none">⊗ The main idea is stated in text, or easily inferred⊗ Support is present, but minimal—a few details⊗ Pictures (if present) offer detail not present in the text⊗ Development is sketchy (either very short or repetitive)⊗ Focus: a list of words about the topic, or a few related sentences	<p>2 EMERGING</p> <ul style="list-style-type: none">⊗ The main idea can be inferred through words, labels, title, pictures, or symbols⊗ Support is present in a general way—words, pictures, symbols seem to stem from the central idea⊗ Pictures (if present) help to communicate the idea⊗ Development—not yet⊗ Focus—elements seem to relate	<p>1 BEGINNING</p> <ul style="list-style-type: none">⊗ Main idea is not yet clear (scribbles, random letters)⊗ Support—not yet⊗ Pictures (if present) not yet⊗ Development: not yet⊗ Focus: not yet



Scoring Guide K-2 Organization

<p>6 EXCEPTIONAL</p> <ul style="list-style-type: none">☼ The structure complements the purpose and content☼ Picture elements (if present) show balance and planning☼ Transitions are varied and smooth☼ Sequencing is logical, arranged for the greatest impact☼ An engaging lead and developed conclusion are present☼ Format is clear, assists reader orientation	<p>5 EXPERIENCED</p> <ul style="list-style-type: none">☼ The structure leads the reader through the piece smoothly☼ Picture elements (if present) show thoughtful planning☼ Transitions are varied☼ Sequencing makes sense (steps in a process, chronology in a story)☼ A strong lead and satisfying concluding sentence are present☼ Format shows care in arrangement of elements on the page	<p>4 CAPABLE</p> <ul style="list-style-type: none">☼ A predictable structure is present and effective☼ Picture elements (if present) work in a general way☼ Transitions are present, but predictable (first, second, third, etc.)☼ Sequencing may need more attention, but reader can follow☼ Generic lead and conclusion are present (Once upon a time, The end).☼ Format helps reader pick out important things
<p>3 DEVELOPING</p> <ul style="list-style-type: none">☼ Basic structure observable in the text and pictures☼ Picture elements (if present) may appear crowded, out of scale, but the reader can grasp the general meaning☼ Transitions are limited, repetitive or not present☼ Introductory sentence works for the lead—ending not present.☼ Format is simple but clear	<p>2 EMERGING</p> <ul style="list-style-type: none">☼ Structure shows a beginning sense of where things go on the page☼ Pictures (if present) show signs of order and balance☼ Transitions: not yet☼ Sequencing: not yet☼ A label, title or a few words begin to introduce the topic—no ending☼ Format shows awareness of left to right, top to bottom, picture separated from words and letters	<p>1 BEGINNING</p> <ul style="list-style-type: none">☼ Structure: not yet (scattered, random letters, or none)☼ Pictures (if present) are hard to decipher—random scribbles, etc.☼ Sequencing: not yet☼ Beginning/ending: not yet☼ Format clues: not yet



Scoring Guide K-2 Voice

<p>6 EXCEPTIONAL</p> <ul style="list-style-type: none">* Powerful, expressive voice is heard consistently throughout the piece* Pictures (if present) contribute to the mood, atmosphere or point of view* Begs to be read aloud* Unique, individual, committed to the topic* Engages the audience	<p>5 EXPERIENCED</p> <ul style="list-style-type: none">* Opinions, feelings are clearly expressed* Pictures (if present) accentuate the voice expressed in the writing* Reads well aloud* Clear impression of the person behind the words* Speaks directly to the audience or sustains reader's interest	<p>4 CAPABLE</p> <ul style="list-style-type: none">* The writer makes feelings, opinion, viewpoint clear-or easy to infer* Pictures (if present) support writer's feelings, mood, atmosphere* Parts of the piece read well aloud* Individual expression is present* Audience awareness is present or implied
<p>3 DEVELOPING</p> <ul style="list-style-type: none">* A word or two reflects the writer's feeling (fun, like); exclamation point, capitals etc.* Pictures show expression in faces and details* Audience awareness is present in a general way* A general impression of feeling, mood is evident* A general feeling is captured in words and/or pictures	<p>2 EMERGING</p> <ul style="list-style-type: none">* Not enough text is present to convey mood, feeling or action* Pictures(if present) convey voice vaguely through color, action, expression* Audience awareness: not yet present or clear* Individual expression is hard to find* A feeling can be inferred from clues in the text and pictures	<p>1 BEGINNING</p> <ul style="list-style-type: none">* As yet, no text is present to convey mood, feeling, or action* Pictures (if present) are difficult to interpret* Audience awareness: not yet* Individual expression is reflected in markings, scribbles, floating letters, etc.* The reader is not sure what mood or feeling is intended



Scoring Guide K-2

Word Choice

<p>6 EXCEPTIONAL</p> <ul style="list-style-type: none">Words alone convey a complete story, opinion or informational pieceWord choice is thoughtful, striking or memorableVocabulary shows refinement, search for precisionRepetition rarely occurs	<p>5 EXPERIENCED</p> <ul style="list-style-type: none">Words alone convey the message in several sentencesWord choice contains moments of sparkle; everyday words used wellThe vocabulary shows accuracy and attempts to use new wordsRepetition occurs in a few places	<p>4 CAPABLE</p> <ul style="list-style-type: none">The words convey a simple message, story line or informational pieceWords are basic and used accuratelyVocabulary is mostly routine, with a few exceptionsRepetition is noticeable but does not impair the message
<p>3 DEVELOPING</p> <ul style="list-style-type: none">Word groups, sentence parts convey the message with some help from picturesWord choice is limited but manages to convey the ideaVocabulary is limited to “known” or “safe” wordsRepetition of “safe” words and phrases	<p>2 EMERGING</p> <ul style="list-style-type: none">A few words begin to emergeWord choice is difficult to decode—reader can't be sureVocabulary relies on copied words from prompts, environmental wordsRepetition: may repeat letters, alphabet, name, etc.	<p>1 BEGINNING</p> <ul style="list-style-type: none">No words are present (imitative writing)Word choice: not presentVocabulary: not presentRepetition: inconsistent letter shapes, imitative writing or none



Scoring Guide K-2 Sentence Fluency

<p>6 EXCEPTIONAL</p> <ul style="list-style-type: none">⊗ Several sentences are present in the text with some variety in structure and length⊗ Sentence beginnings are varied⊗ Rhythm is fluid and pleasant to read aloud⊗ Connective words within sentences add to fluency	<p>5 EXPERIENCED</p> <ul style="list-style-type: none">⊗ Several sentences are present-more than one sentence pattern⊗ Sentence beginnings have some variety⊗ Rhythm is more fluid than mechanical—easy to read aloud⊗ Connective words do not interfere with the fluency	<p>4 CAPABLE</p> <ul style="list-style-type: none">⊗ Reliance on simple sentence patterns earmarks the writing⊗ Sentences do not <i>all</i> begin the same way⊗ Rhythm is more mechanical than fluid⊗ Some overuse of connective words (<i>and, and then, then I, so</i>) is present, but does not dominate
<p>3 DEVELOPING</p> <ul style="list-style-type: none">⊗ Most of a sentence is present in the text (<i>Like tigres becuz ther riree Fas</i>)⊗ Sentences begin the same way⊗ Rhythm is choppy and repetitive⊗ Connective words tack sentence parts together	<p>2 EMERGING</p> <ul style="list-style-type: none">⊗ Part of a sentence may be present (<i>Cus dogo bit</i>)⊗ Words are limited and/or repetitive⊗ Rhythm: not present⊗ Connective words may appear in sentence parts	<p>1 BEGINNING</p> <ul style="list-style-type: none">⊗ No sentences or sentence parts are present in the text⊗ The marks, lines or scribbles show beginning of word “sense”⊗ Words stand alone⊗ Connectives: not present



Scoring Guide K-2 Conventions

6 EXCEPTIONAL

- ✱ Capitalization is accurate for sentence beginnings, proper names, titles
- ✱ End punctuation, commas in series, other varied uses for stylistic effect
- ✱ Spelling: grade level words and “hard” words spelled phonetically, if not accurately
- ✱ Grammar and usage: accurate
- ✱ Paragraphing: consistent indentation for paragraphs

5 EXPERIENCED

- ✱ Capitalization: capitals for sentence beginnings, proper names, titles usually correct
- ✱ Punctuation: end punctuation usually correct—some varied uses present
- ✱ Spelling: usually accurate for grade level words
- ✱ Grammar and usage: usually accurate
- ✱ Paragraphing: first line indented

4 CAPABLE

- ✱ Capitalization: capitals for sentence beginnings, proper names, titles (if applicable) is present
- ✱ Punctuation: end punctuation is present
- ✱ Spelling: high use grade level words mostly correct; phonetic spelling easy to decode
- ✱ Grammar and usage: subject/verb agreement, tense, still spotty
- ✱ Paragraphing: spotty, or not present

3 DEVELOPING

- ✱ Capitalization: beginning sentence, proper names, titles (if applicable) still inconsistent
- ✱ Punctuation: period or other punctuation is present somewhere
- ✱ Spelling: phonetic spelling decodable; accurate spelling of some words
- ✱ Grammar and usage: a grammatical construction is present, but missing parts
- ✱ Paragraphing: not present

2 EMERGING

- ✱ Capitalization: random use of upper and lower case letters
- ✱ Punctuation: none or random
- ✱ Spelling: Phonetic, some decodable, a few simple words
- ✱ Grammar and usage: a noun and a verb are present
- ✱ Paragraphing: not present

1 BEGINNING

- ✱ Capitalization: print sense still emerging
- ✱ Punctuation: not present
- ✱ Spelling: pre-phonetic or not present
- ✱ Grammar and usage: not present
- ✱ Paragraphing: not present