## **Grade Three Reading Rubric for Meets Grade Level Expectations**

Standard	December	March	June
Demonstrates the ability to use conversation to	M: With prompting and support, student engages in conversation about a text.	M: With prompting and support, student engages in conversation by sharing ideas and building upon the ideas of others.	M: With minimal prompting and support, student engages in conversation by sharing ideas and building upon the ideas of others.
build big ideas	P: With prompting and support, student asks and answers questions about key details in a text.	P: With prompting and support, student engages in conversation about a text.	P: With prompting and support, student engages in conversation by sharing ideas and building upon the ideas of others.
Maintains interest and	M: Student maintains interest and focus for about 30 minutes during reading.	M: Student maintains interest and focus for about 40 minutes during reading.	M: Student maintains interest and focus for about 45 minutes during reading.
focus during reading	P: With prompting and support, student maintains interest and focus for about 20-30 minutes during reading.	P: With prompting and support, student maintains interest and focus for about 30-40 minutes during reading	P: With prompting and support, student maintains interest and focus for about 35-45 minutes during reading.
Constructs meaning using a variety of	M: With minimal support uses at least two strategies to comprehend text.	M: With minimal support student uses multiple strategies to comprehend text.	M: Student uses multiple strategies to comprehend text and demonstrates the ability to explain how the strategies helped them understand text.
comprehension strategies	P: With prompting and support, student uses at least two strategies to comprehend text.	P: With prompting and support, student uses multiple strategies to comprehend text.	P: With prompting and support, student uses multiple strategies to comprehend text and demonstrates the ability to explain how the strategies helped them understand text.
Reads with sufficient fluency to support comprehension	M: Student reads primarily in three- or four- word phrase groups; some smooth expression and pausing guided by author's meaning and punctuation; mostly appropriate stress and rate.	M: Student reads primarily in longer meaningful phrases; mostly smooth expression and pausing guided by author's meaning and punctuation; appropriate stress and rate.	M: Student reads primarily in long, meaningful phrases; smooth expression and pausing guided by author's meaning and punctuation; appropriate stress and rate.
•	P: Student reads primarily in two- to three-word phrases and some word by word phrases; inconsistent expression and rate.	P: Student reads primarily in three- or four-word phrase groups; some smooth expression and pausing guided by author's meaning and punctuation; mostly appropriate stress and rate.	P: Student reads primarily in some longer meaningful phrases; some smooth expression and pausing guided by author's meaning and punctuation; mostly appropriate stress and rate.
Recounts (retells or summarizes) narrative and informational	M: With minimal prompting, student accurately retells or summarizes most of the important events and key details with organization.	M: With minimal prompting, student accurately retells and summarizes most of the important events and key details with organization.	M: Student accurately retells and summarizes a variety of texts with correct sequence of relevant events and details.
text	P: With prompting and support, student accurately retells or summarizes most of the important events and key details with organization.	P: With prompting and support, student accurately retells and summarizes most of the important events and key details with organization.	P: With prompting and support, student accurately retells and summarizes a variety of text with correct sequence of relevant events and details.

Compares and contrasts characters (e.g.	M: With minimal prompting and support, student compares and contrasts characters and main ideas/topics within and between texts and provides text evidence to support thinking.	M: Student compares and contrasts characters and main ideas/topics within and between texts and provides text evidence to support thinking.	M: Student compares and contrasts characters and main ideas/topics within and between texts and provides text evidence to support thinking.
their traits, motivations and feelings) and main ideas/topics within and between texts	P: With prompting and support student compares and contrasts characters and main ideas/topics within and between texts and provide text evidence to support thinking.	P: With minimal prompting and support student compares and contrasts characters and main ideas/topics within and between texts and provide text evidence to support thinking.	P: With minimal prompting and support, student compares and contrasts characters, main ideas/topics within and between texts and provides text evidence to support thinking.
Uses text structures to	M: Student identifies text structure across genres with evidence to support thinking.	M: With prompting and support, student explains how text structure supports understanding of text, across genres.	M: Student explains how text structure supports understanding of text, across genres.
deepen understanding of narrative, informational and poetic text	P: With prompting and support, student identifies text structure across genres with evidence to support thinking with support and prompting.	P: Student identifies text structure across genres with evidence to support thinking.	P: With prompting and support, student explains how text structure supports understanding of text, across genres.
Demonstrates an understanding of central message/theme,	M: With minimal prompting and support, student demonstrates an understanding of central message/theme, main idea/topic and points of view and provides text evidence to support thinking.	M: Student demonstrates an understanding of central message/theme, main idea/topic and points of view and provide text evidence to support thinking.	M: Student demonstrates an understanding of central message/theme, main idea/topic and points of view and provides text evidence to support thinking.
main idea/topic and points of view	P: With prompting and support, student demonstrates an understanding of central message/theme, main idea/topic and points of view and provides text evidence to support thinking.	P: With minimal prompting and support, student demonstrates an understanding of central message/theme, main idea/topic and points of view and provides text evidence to support thinking.	P: With minimal prompting and support, student demonstrates an understanding of central message/theme, main idea/topic and points of view and provides text evidence to support thinking.
Determines the	M: Student determines the meaning of most words or phrases as used in text.	M: Student determines the meaning of most words or phrases as used in text.	M: Student determines the meaning of most words or phrases as used in text.
meaning of words or phrases as used in text	P: With prompting and support, student determines the meaning of most words or phrases as used in the text.	P: With prompting and support, student determines the meaning of most words or phrases as used in the text.	P: With prompting and support, student determines the meaning of most words or phrases as used in the text.
Reads and comprehends grade level text	M: Student reads instructionally at level N.  P: Student reads instructionally at level M.	M: Student reads instructionally at level O.  P: Student reads instructionally at level N.	M: Student reads instructionally at level P. P: Student reads instructionally at level O.

## **Grade Three Writing Rubric for Meets Grade Level Expectations**

Standard	December	March	June
Generates ideas	M: With minimal prompting, student generates	M: Student generates ideas and plans writing based on	M: Student selects from a variety of strategies and
and plans for writing	ideas and plans writing based on genre	genre	organizers to generate ideas and plan writing based on genre
	P: With prompting and support, student generates ideas and plans writing based on genre	P: With minimal prompting, student generates ideas and plans writing based on genre	P: Student generates ideas and plans writing based on genre
Maintains interest and	M: Student maintains interest and focus for about 30 minutes during writing.	M: Student maintains interest and focus for about 40 minutes during writing.	M: Student maintains interest and focus for about 45 minutes during writing.
focus during writing	P: With prompting and support, student maintains interest and focus for about 20-30 minutes during writing.	P: With prompting and support, student maintains interest and focus for about 30-40 minutes during writing.	P: With prompting and support, student maintains interest and focus for about 35-45 minutes during writing.
Writes with organization and fluency	M: With minimal prompting and support, student writes with satisfactory organization and fluency  P: With prompting and support, student writes	M: With minimal prompting and support, student writes with satisfactory organization and fluency across multiple genres P: With prompting and support, student writes with	M: Student writes with strong organization and fluency across multiple genres  P: With prompting and support, student writes
	with satisfactory organization and fluency	satisfactory organization and fluency	with satisfactory organization and fluency
Writes with elaborative detail	M: Student writes with adequate elaboration; using a mix of general and specific details P: With prompting and support, student writes	M: Student writes with elaboration; using relevant and mostly specific details  P: With prompting and support,	M: Student writes with elaboration; using relevant and mostly specific details across multiple genres P: With minimal prompting and support, student
	with adequate elaboration; using a mix of general and specific details	student writes with elaboration; using relevant and mostly specific details	writes with elaboration; using relevant and mostly specific details across multiple genres
Uses elements of various genres appropriately	M: Student consistently uses elements appropriate to a specific genre P: With prompting and support, student uses	M: Student consistently uses elements appropriate to various genres P: With prompting and support, student uses elements	M: Student consistently uses elements appropriate to various genres P: With minimal prompting and support, student
(e.g. narrative, informational and poetry)	elements appropriate to a specific genre	appropriate to various genres	uses elements appropriate to various genres
Writes responses about topics or texts using	M: Student writes a response that includes an idea supported by evidence	M: Student writes a response that includes an idea supported by relevant and specific details	M: Student writes a response that reflects thoughtful understanding of the text or topic supported by relevant and specific details
evidence to support thinking	P: With prompting and support, student writes a response that includes an idea supported by evidence	P: With prompting and support, student writes a response that includes an idea supported by relevant and specific details	P: Student writes a response that includes an idea supported by relevant and specific details
Edits and revises to strengthen writing	M: With minimal prompting and support, student revises writing by adding and deleting, and edits by fixing spelling, mechanics and conventions	M: With minimal prompting and support, student revises writing by adding and deleting, and edits by fixing spelling, mechanics and conventions	M: With minimal prompting and support, student revises and edits in order to strengthen writing, and considers audience and purpose
	P: With prompting and support, student revises writing by adding and deleting, and edits by fixing spelling, mechanics and conventions	P: With prompting and support, student revises writing by adding and deleting, and edits by fixing spelling, mechanics and conventions	P: With prompting and support, student revises writing by adding and deleting, and edits by fixing spelling, mechanics and conventions

Applies spelling skills to writing	M: Student consistently applies knowledge of spelling strategies to writing	M: Student consistently applies knowledge of spelling strategies to writing	M: Student consistently applies knowledge of spelling strategies to writing
	P: With prompting and support, student applies knowledge of spelling strategies to writing	P: With prompting and support, student applies knowledge of spelling strategies to writing	P: With prompting and support, student applies knowledge of spelling strategies to writing
Effort			

## **Grade Four Reading Rubric for Meets Grade Level Expectations**

Standard	December	March	June
Demonstrates the ability to use conversation to	M: With minimal prompting and support, student engages in conversation by sharing ideas and building upon the ideas of others	M: With minimal prompting, student engages in conversation by sharing ideas and building upon the ideas of others	M: Student engages and sustains in conversation by sharing ideas and building upon the ideas of others
build big ideas	P: With prompting and support, student engages in conversation by sharing ideas and building upon the ideas of others.	P: With minimal prompting and support, student engages in conversation by sharing ideas and building upon the ideas of others.	P: With minimal prompting, student engages in conversation by sharing ideas and building upon the ideas of others.
Maintains interest and	M: Student maintains interest and focus for about 30-35 minutes during reading.	M: Student maintains interest and focus for about 40-45 minutes during reading.	M: Student maintains interest and focus for about 45 minutes during reading.
focus during reading	P: With prompting and support, student maintains interest and focus for about 25 minutes during reading.	P: With prompting and support, student maintains interest and focus for about 35 minutes during reading	P: With prompting and support, student maintains interest and focus for about 45 minutes during reading.
Constructs meaning using a variety of comprehension strategies	M: With minimal support, student uses multiple strategies to comprehend text and explains how the strategies help to understand text.	M: Student uses multiple strategies to comprehend text and explains how the strategies help to understand text.	M: Student uses multiple strategies to comprehend text and explains how the strategies help to understand text.
	P: With prompting and support, student uses multiple strategies to comprehend text and explains how the strategies help to understand text.	P: With prompting and support, student uses multiple strategies to comprehend text and explains how the strategies help to understand text.	P: With prompting and support, student uses multiple strategies to comprehend text and explains how the strategies help to understand text.
Summarizes narrative and informational texts	M: With minimal prompting, student accurately summarizes most of the important events and key details with organization.	M: Student accurately summarizes a variety of text with correct sequence of relevant events and details.	M: Student accurately summarizes a variety of text with correct sequence of relevant events and details.
	P: With prompting and support, student accurately summarizes most of the important events and key details with organization.	P: With prompting and support, student accurately summarizes most of the important events and key details with organization.	P: With minimal prompting and support, student accurately summarizes a variety of text with correct sequence of relevant events and details.
Compares and contrasts main ideas/topics, themes, text structures and	M: With minimal prompting, student compares and contrasts main ideas/topics, themes, text structures and points of view and provides text evidence to support thinking.	M: Student compares and contrasts main ideas/topics, themes, text structures and points of view and provides text evidence to support thinking.	M: Student compares and contrasts main ideas/topics, themes, text structures and points of view and provides text evidence to support thinking.
points of view	P: With prompting and support, student compares and contrasts main ideas/topics, themes, text structures and points of view and provides text evidence to support thinking.	P: With minimal prompting and support, student compares and contrasts main ideas/topics, themes, text structures and points of view and provides text evidence to support thinking.	P: With minimal prompting, student compares and contrasts main ideas/topics, themes, text structures and points of view and provides text evidence to support thinking.

Uses text structures and features to deepen	M: With minimal prompting and support, student identifies and uses evidence to explain how text structure supports understanding of text across genres.	M: Student identifies and uses evidence to explain how text structure supports understanding of text across genres.	M: Student identifies and uses evidence to explain how text structure supports understanding of text across genres.
understanding of narrative, informational and poetic text	P: With prompting and support, student identifies and uses evidence to explain how text structure supports understanding of text across genres.	P: With minimal prompting and support, student identifies and uses evidence to explain how text structure supports understanding of text across genres.	P: With minimal prompting and support, student identifies and uses evidence to explain how text structure supports understanding of text across genres.
Supports ideas and opinions with evidence from text	M: Consistently supports ideas and opinions with 2 pieces of evidence from the text.  P: With prompting and support, student supports ideas and opinions with 2 pieces of evidence from the text.	M: Consistently supports ideas and opinions with 2 pieces of evidence from the text.  P: With minimal prompting and support, student supports ideas and opinions with 2 pieces of evidence from the text.	M: Consistently supports ideas and opinions with 2 pieces of evidence from the text.  P: With minimal prompting, student supports ideas and opinions with 2 pieces of evidence from the text.
Determines the meanings of words and	M: Student determines the meaning of most words or phrases as used in text	M: Student determines the meaning of most words or phrases as used in text	M: Student determines the meaning of most words or phrases as used in text
phrases as used in texts	P: With prompting and support, student determines the meaning of most words or phrases as used in the text.	P: With prompting and support, student determines the meaning of most words or phrases as used in the text.	P: With prompting, student determines the meaning of most words or phrases as used in the text.
Reads and comprehends	M: Student reads instructionally at level Q.	M: Student reads instructionally at level R	M: Student reads instructionally at level S.
grade level text	P: Student reads instructionally at level P.	P: Student reads instructionally at level Q.	P: Student reads instructionally at level R.

## **Grade Four Writing Rubric for Meets Grade Level Expectations**

Standard	December	March	June
Generates ideas	M: Student selects from a variety of	M: Student selects from a variety of strategies and	M: Student selects from a variety of strategies and
and plans for	strategies and organizers to generate ideas	organizers to generate ideas and plan writing based	organizers to generate ideas and plan writing based
writing	and plan writing based on genre	on genre	on genre
J	P: With prompting and support, student	P: With minimal prompting and support, student	P: With minimal prompting and support, student
	selects from a variety of strategies and	selects from a variety of strategies and organizers to	selects from a variety of strategies and organizers to
	organizers to generate ideas and plan	generate ideas and plan writing based on genre	generate ideas and plan writing based on genre
	writing based on genre		
Maintains	M: Student maintains interest and focus for	M: Student maintains interest and focus for about	M: Student maintains interest and focus for about 45
interest and	about 30-35 minutes during writing.	35-45 minutes during writing.	minutes during writing.
focus during	P: With prompting and support, student	P: With prompting and support, student maintains	P: With prompting and support, student maintains
writing	maintains interest and focus for about 20-30	interest and focus for about 30-40 minutes during	interest and focus for about 35-45 minutes during
J	minutes during writing.	writing.	writing.
Uses a variety of	M: With prompting and support, student can	M: With minimal prompting and support, student	M: Student can use a variety of sources to help
sources (personal	use a variety of sources to help compose a	can use a variety of sources to help compose a text	compose a text or story most of the time.
and print) to	text or story most of the time.	or story most of the time.	•
help compose a	P: With prompting and support, student can	P: With prompting and support, student can use a	P: With minimal prompting and support, student can
text or story	use a variety of sources to help compose a	variety of sources to help compose a text or story	use a variety of sources to help compose a text or
	text or story some of the time.	most of the time.	story most of the time.
Expands key	M: With minimal support, student	M: Student elaborates using a variety of techniques.	M: Student consistently elaborates using a variety of
events/ideas	elaborates using a variety of techniques		techniques.
using various	(e.g., describe, slow the action, quotes,		
techniques	facts).		
	P: With prompting and support, student	P: With minimal support, student elaborates using a	P: Student elaborates using a variety of techniques.
	elaborates using a variety of techniques	variety of techniques.	
	(e.g., describe, slow the action, quotes,		
	facts).		
Applies elements	M: With minimal prompting and support,	M: With minimal prompting and support, student	M: Student uses elements appropriate to various
of various genres	student uses elements appropriate to various	uses elements appropriate to various genres.	genres.
(e.g. narrative,	genres.		
informational			
and poetry) to	P: With prompting and support, student uses	P: With prompting and support, student uses	P: With minimal prompting and support, student uses
convey a message	elements appropriate to various genres.	elements appropriate to various genres.	elements appropriate to various genres.
Writes responses	M: Student writes a response that reflects	M: Student writes a response that reflects thoughtful	M: Student writes a response that reflects thoughtful
about topics or	thoughtful understanding of the text or topic	understanding of the text or topic supported by	understanding of the text or topic supported by
texts using	supported by relevant and specific details	relevant and specific details	relevant and specific details
evidence to	Transfer and the second		
support thinking	P: Student writes a response that includes an	P: With prompting and support, student writes a	P: With prompting and support, student writes a
	idea supported by relevant and specific	response that reflects thoughtful understanding of	response that reflects thoughtful understanding of the
	details	the text or topic supported by relevant and specific	text or topic supported by relevant and specific
		details	details

<b>Edits and revises</b>	M: With minimal support and prompting,	M: Student revises and edits by considering	M: Student revises and edits by considering audience
to strengthen	student revises and edits by considering	audience and purpose to strengthen writing	and purpose to strengthen writing
writing (e.g.	audience and purpose to strengthen writing		
spelling,	P: With support and prompting, student	P: With minimal support and prompting, student	P: With minimal support and prompting, student
grammar)	revises and edits writing	revises and edits writing	revises and edits writing, and considers audience and
			purpose
Effort			

## **Grade Five Reading Rubric for Meets Grade Level Expectations**

Standard	December	March	June
Demonstrates	M: Student engages and sustains in	M: Student engages and sustains in conversation	M: Student engages and sustains in conversation by
the ability to	conversation by sharing ideas and building	by sharing ideas and building upon the ideas of	sharing ideas and building upon the ideas of others,
use	upon the ideas of others.	others, and revising own ideas as appropriate.	and revising own ideas as appropriate.
conversation to	P: With minimal prompting, student engages	P: With minimal prompting, student engages and	P: With minimal prompting, student engages and
build big ideas	and sustains in conversation by sharing ideas	sustains in conversation by sharing ideas and	sustains in conversation by sharing ideas and
	and building upon the ideas of others.	building upon the ideas of others, and revising	building upon the ideas of others, and revising own
	and building upon the ideas of others.	own ideas as appropriate.	ideas as appropriate.
Maintains	M: Student will maintain interest and focus	M: Student maintains interest and focus for about	M: Student maintains interest and focus for about 45
interest and	for about 35-40 minutes during reading.	40-45 minutes during reading.	minutes during reading.
focus during			
reading	P: With prompting, student maintains interest	P: With prompting, student maintains interest and	P: With prompting, student maintains interest and
	and focus for about 30 minutes during	focus for about 35 minutes during reading.	focus for about 45 minutes during reading.
	reading.		
Constructs	M: Student uses multiple strategies to	M: Student uses multiple strategies to comprehend	M: Student uses multiple strategies to comprehend
meaning using a	comprehend text and explains how the	text and explains how the strategies helped them	text and explains how the strategies helped them understand text.
variety of comprehension	strategies helped them understand text.  P: With minimal support, student uses	understand text. P: With minimal support, student uses multiple	P: With minimal support, student uses multiple
strategies	multiple strategies to comprehend text and	strategies to comprehend text and explains how the	strategies to comprehend text and explains how the
strategies	explains how the strategies helped them	strategies to comprehend text and explains now the strategies helped them understand text.	strategies to comprehend text and explains now the strategies helped them understand text.
	understand text.	strategies helped them understand text.	strategies helped them understand text.
Summarizes	M: With minimal prompting, student	M: Student accurately summarizes a variety of text	M: Student accurately summarizes a variety of text
narrative and	accurately summarizes most of the important	with correct sequence of relevant events and	with correct sequence of relevant events and details.
informational	events and key details with organization.	details.	1
texts			
	P: With prompting and support, student	P: With minimal prompting and support, student	P: With minimal prompting and support, student
	accurately summarizes most of the important	accurately summarizes most of the important	accurately summarizes a variety of text with correct
	events and key details with organization.	events and key details with organization.	sequence of relevant events and details.
Uses text	M: With minimal prompting and support,	M: Student uses evidence to explain how text	M: Student uses evidence to explain how text
structures and	student identifies and uses evidence to	structure supports understanding of text across	structure supports understanding of text across
features to	explain how text structure supports	genres.	genres.
deepen	understanding of text across genres.	8	8
understanding			
of narrative,	P: With prompting and support, student	P: With minimal prompting and support, student	P: With minimal prompting and support, student
informational	identifies and uses evidence to explain how	identifies and uses evidence to explain how text	identifies and uses evidence to explain how text
and poetic text	text structure supports understanding of text	structure supports understanding of text across	structure supports understanding of text across
	across genres.	genres.	genres.

Understands	M: Student identifies point of view and needs	M: Student identifies point of view and can	M: Student identifies point of view and explains how
point of view	minimal support to explain how it influences	explain how it influences the meaning of the text.	it influences the meaning of the text.
and how it influences the	the meaning of the text.  P: Student identifies point of view but needs	P: Student identifies point of view and needs	P: Student identifies point of view and needs
meaning of the	support to explain how it influences the	minimal support to explain how it influences the	minimal support to explain how it influences the
text	meaning of the text.	meaning of the text.	meaning of the text.
Compares and	M: Student compares and contrasts main	M: Student compares and contrasts main	M: Student compares and contrasts main
contrasts main	ideas/topics, themes, text structures and	ideas/topics, themes, text structures and points of	ideas/topics, themes, text structures and points of
idea/topic,	points of view and provide text evidence to	view and provides text evidence to support	view and provides text evidence to support thinking.
themes,	support thinking.	thinking.	D Will it I is a second of the
structures and	P: With prompting and support, student	P: With minimal prompting and support, student	P: With minimal prompting, student compares and
points of view	compares and contrast main ideas/topics, themes, text structures and points of view	compares and contrasts main ideas/topics, themes, text structures and points of view and provides text	contrasts main ideas/topics, themes, text structures and points of view and provides text evidence to
	and provide text evidence to support	evidence to support thinking.	support thinking.
	thinking.	evidence to support uninking.	support uninking.
Supports ideas	M: Consistently supports ideas and opinions	M: Consistently supports ideas and opinions with	M: Consistently supports ideas and opinions with 2
and opinions	with 2 pieces of evidence from the text.	2 pieces of evidence from the text.	pieces of evidence from the text.
with evidence	P: With minimal prompting and support,	P: With minimal prompting, student supports ideas	P: With minimal prompting, student supports ideas
from text	student supports ideas and opinions with 2	and opinions with 2 pieces of evidence from the	and opinions with 2 pieces of evidence from the text.
	pieces of evidence from the text.	text.	
	M: Student determines the meaning of most	M: Student determines the meaning of most words	M: Student determines the meaning of most words or
Determines the	words or phrases as used in text.	or phrases as used in text.	phrases as used in text.
meaning of words and	D. With an auting and arranged student	D. With an autino at double determines the	D. With annuating student determines the magning
phrases as used	P: With prompting and support, student determines the meaning of most words or	P: With prompting, student determines the meaning of most words or phrases as used in the	P: With prompting, student determines the meaning of most words or phrases as used in the text.
in texts	phrases as used in the text.	text.	of most words of piliases as used in the text.
III texts	phrases as used in the text.	CAL.	
Reads and	M: Student reads instructionally at level T.	M: Student reads instructionally at level U.	M: Student reads instructionally at level V.
comprehends	-	-	-
grade level text	P: Student reads instructionally at level S.	P: Student reads instructionally at level T.	P: Student reads instructionally at level U.

# **Grade Five Writing Rubric for Meets Grade Level Expectations**

Standard	December	March	June
Generates ideas and plans for writing	M: Student selects from a variety of strategies and organizers to generate ideas and plan writing based on genre	M: Student selects from a variety of strategies and organizers to generate ideas and plan writing based on genre	M: Student selects from a variety of strategies and organizers to generate ideas and plan writing based on genre
	P: With prompting and support, student selects from a variety of strategies and organizers to generate ideas and plan writing based on genre	P: With minimal prompting and support, student selects from a variety of strategies and organizers to generate ideas and plan writing based on genre	P: With minimal prompting and support, student selects from a variety of strategies and organizers to generate ideas and plan writing based on genre
Uses a variety of strategies to maintain	M: Student maintains interest and focus for about 35 minutes during writing.	M: Student maintains interest and focus for about 40 minutes during writing.	M: Student maintains interest and focus for about 45 minutes during writing.
interest and focus during writing	P: With prompting and support, student maintains interest and focus for about 30 minutes during writing.	P: With prompting and support, student maintains interest and focus for about 35 minutes during writing.	P: With prompting and support, student maintains interest and focus for about 40-45 minutes during writing.
Uses a variety of sources (personal and print) to help	M: With minimal prompting and support, student uses a variety of sources to help compose a text or story most of the time.	M: With minimal prompting and support, student uses a variety of sources to help compose a text or story most of the time.	M: Student uses a variety of sources to help compose a text or story most of the time.
compose a text or story	P: With prompting and support, student uses a variety of sources to help compose a text or story most of the time.	P: With prompting and support, student uses a variety of sources to help compose a text or story most of the time.	P: With minimal prompting and support, student uses a variety of sources to help compose a text or story most of the time.
Expands key events/ideas using various techniques	M: Student elaborates using a variety of techniques (e.g., describe, slow the action, quotes, facts)	M: Student consistently elaborates using a variety of techniques	M: Student consistently elaborates using a variety of techniques
- Committee	P: With minimal prompting and support, student elaborates using a variety of techniques (e.g., describe, slow the action, quotes, facts)	P: With minimal support, student elaborates using a variety of techniques	P: Student elaborates using a variety of techniques
Applies elements of various genres (e.g. narrative,	M: With minimal prompting and support, student uses elements appropriate to various genres.	M: With minimal prompting and support, student uses elements appropriate to various genres.	M: Student uses elements appropriate to various genres.
informational and poetry) to convey a message	P: With prompting and support, student uses elements appropriate to various genres.	P: With prompting and support, student uses elements appropriate to various genres.	P: With minimal prompting and support, student uses elements appropriate to various genres.

Responds to topics and texts in a variety of forms (e.g. Argues, informs, persuades and critiques) using evidence from the text	M: Student writes a response that reflects thoughtful understanding of the text or topic supported by relevant and specific details  P: With prompting and support, student writes a response that reflects thoughtful understanding of the text or topic supported by relevant and specific details	M: Student writes a response that reflects thoughtful understanding of the text or topic supported by relevant and specific details  P: With minimal prompting and support, student writes a response that reflects thoughtful understanding of the text or topic supported by relevant and specific details	M: Student writes a response that reflects thoughtful understanding of the text or topic supported by relevant and specific details  P: With minimal prompting and support, student write a response that reflects thoughtful understanding of the text or topic supported by relevant and specific details
Edits and revises to strengthen writing (e.g. spelling, grammar)	M: Student revises and edits writing by considering audience and purpose to strengthen writing P: With minimal support, student revises and edits writing and considers audience and purpose	M: Student revises and edits writing by considering audience and purpose to strengthen writing P: With minimal support, student revises and edits writing and considers audience and purpose	M: Student revises and edits writing by considering audience and purpose to strengthen writing  P: With minimal support, student revises and edits writing and considers audience and purpose