

Grade Three Reading Rubric for Meets Grade Level Expectations

Standard	December	March	June
Demonstrates the ability to use conversation to build big ideas	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.
	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 focus during reading	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.
	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 comprehension strategies	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.
	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 text	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.
	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. their traits, motivations and feelings) and main ideas/topics within and between texts	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.
	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 deepen understanding of narrative, informational and poetic text	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.
	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, main idea/topic and points of view	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.
	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 meaning of 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.	M: Student determines the meaning of most 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.	M: Student reads instructionally at level O.	M: Student reads instructionally at level P.
	P: Student reads instructionally at level M.	P: Student reads instructionally at level N.	P: Student reads instructionally at level O.

Grade Three Writing Rubric for Meets Grade Level Expectations

Standard	December	March	June
Generates ideas and plans for writing	M: With minimal prompting, student generates ideas and plans writing based on genre	M: Student generates ideas and plans 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 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 focus during writing	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.
	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	M: With minimal prompting and support, student writes with satisfactory organization and fluency across multiple genres	M: Student writes with strong organization and fluency across multiple genres
	P: With prompting and support, student writes with satisfactory organization and fluency	P: With prompting and support, student writes with satisfactory organization and fluency	P: With prompting and support, student writes with satisfactory organization and fluency
Writes with elaborative detail	M: Student writes with adequate elaboration; using a mix of general and specific details	M: Student writes with elaboration; using relevant and mostly specific details	M: Student writes with elaboration; using relevant and mostly specific details across multiple genres
	P: With prompting and support, student writes with adequate elaboration; using a mix of general and specific details	P: With prompting and support, student writes with elaboration; using relevant and mostly specific details	P: With minimal prompting and support, student writes with elaboration; using relevant and mostly specific details across multiple genres
Uses elements of various genres appropriately (e.g. narrative, informational and poetry)	M: Student consistently uses elements appropriate to a specific genre	M: Student consistently uses elements appropriate to various genres	M: Student consistently uses elements appropriate to various genres
	P: With prompting and support, student uses elements appropriate to a specific genre	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
Writes responses about topics or texts using evidence to support thinking	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
	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 build big ideas	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
	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 focus during reading	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.
	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 points of view	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.
	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 understanding of narrative, informational and poetic text	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.
	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.	M: Consistently 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 prompting and support, student 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.	P: With minimal prompting, student supports ideas and opinions with 2 pieces of evidence from the text.
Determines the meanings of words and phrases as used in texts	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
	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 grade level text	M: Student reads instructionally at level Q.	M: Student reads instructionally at level R	M: Student reads instructionally at level S.
	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 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
Maintains interest and focus during writing	M: Student maintains interest and focus for about 30-35 minutes during writing.	M: Student maintains interest and focus for about 35-45 minutes during writing.	M: Student maintains interest and focus for about 45 minutes 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.
Uses a variety of sources (personal and print) to help compose a text or story	M: With prompting and support, student can use a variety of sources to help compose a text or story most of the time.	M: With minimal prompting and support, student can use a variety of sources to help compose a text or story most of the time.	M: Student can use a variety of sources to help compose a text or story most of the time.
	P: With prompting and support, student can use a variety of sources to help compose a text or story some of the time.	P: With prompting and support, student can use a variety of sources to help compose a text or story most of the time.	P: With minimal prompting and support, student can use a variety of sources to help compose a text or story most of the time.
Expands key events/ideas using various techniques	M: With minimal support, student elaborates using a variety of techniques (e.g., describe, slow the action, quotes, facts).	M: Student elaborates using a variety of techniques.	M: Student consistently elaborates using a variety of techniques.
	P: With 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, informational and poetry) to convey a message	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.
	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.
Writes responses about topics or texts using evidence to support thinking	M: 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	M: Student writes a response that reflects thoughtful understanding of the text or topic supported by relevant and specific details
	P: Student writes a response that includes an idea 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	P: With prompting and support, student writes 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: With minimal support and prompting, student revises and edits by considering audience and purpose to strengthen writing	M: Student revises and edits by considering audience and purpose to strengthen writing	M: Student revises and edits by considering audience and purpose to strengthen writing
	P: With support and prompting, student revises and edits writing	P: With minimal support and prompting, student revises and edits writing	P: With minimal support and prompting, student revises and edits writing, and considers audience and purpose
Effort			

Grade Five Reading Rubric for Meets Grade Level Expectations

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

Understands point of view and how it influences the meaning of the text	M: Student identifies point of view and needs minimal support to explain how it influences the meaning of the text.	M: Student identifies point of view and can explain how it influences the meaning of the text.	M: Student identifies point of view and explains how it influences the meaning of the text.
	P: Student identifies point of view but needs support to explain how it influences the meaning of the text.	P: Student identifies point of view and needs minimal support to explain how it influences the meaning of the text.	P: Student identifies point of view and needs minimal support to explain how it influences the meaning of the text.
Compares and contrasts main idea/topic, themes, structures and points of view	M: Student compares and contrasts main ideas/topics, themes, text structures and points of view and provide 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.
	P: With prompting and support, student compares and contrast main ideas/topics, themes, text structures and points of view and provide 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.
Supports ideas and opinions with evidence from text	M: Consistently 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.	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.	P: With minimal prompting, student 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 meaning of words and phrases as used in texts	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.
	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.	P: With prompting, 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 T.	M: Student reads instructionally at level U.	M: Student reads instructionally at level V.
	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 interest and focus during writing	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.
	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 compose a text or story	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.
	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
	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, informational and poetry) to convey a message	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.
	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	M: 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 prompting and support, 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	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	M: Student revises and edits writing by considering audience and purpose to strengthen writing	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	P: With minimal support, student revises and edits writing and considers audience and purpose	P: With minimal support, student revises and edits writing and considers audience and purpose
Effort			