

	1 point		2 points		3 points		4 points	Score
DEVELOPMENT								
Elaboration*	The writer put everything he thought about the topic (or book) on the page.		The writer wrote at least one reason for her opinion.		The writer wrote at least two reasons and wrote at least a few sentences about each one.		The writer not only named her reasons to support her opinion, but also wrote more about each one.	
Craft*	The writer had details in pictures and words.		The writer used labels and words to give details.		The writer chose words that would make readers agree with her opinion.		The writer not only told readers to believe his opinion, but also wrote in ways that got them thinking or feeling in certain ways.	
								TOTAL:
LANGUAGE CONVENTIONS								
Spelling	The writer could read his writing. The writer wrote a letter for the sounds he heard. The writer used the word wall to help him spell.		The writer used all she knew about words and chunks (<i>at, op, it, etc.</i>) to help her spell. The writer spelled all the word wall words right and used the word wall to help her spell other words.		To spell a word, the writer used what he knew about spelling patterns (<i>tion, er, ly, etc.</i>). The writer spelled all of the word wall words correctly and used the word wall to help him figure out how to spell other words.		The writer used what she knew about word families and spelling rules to help her spell and edit. The writer got help from others to check her spelling and punctuation before she wrote her final draft.	
Punctuation	The writer put spaces between words. The writer used lowercase letters unless capitals were needed. The writer wrote capital letters to start every sentence.		The writer ended sentences with punctuation. The writer used a capital letter for names. The writer used commas in dates and lists.		The writer used quotation marks to show what characters said. When the writer used words such as <i>can't</i> and <i>don't</i> , she put in the apostrophe.		The writer punctuated dialogue correctly, with commas and quotation marks. While writing, the writer put punctuation at the end of every sentence. The writer wrote in ways that helped readers read with expression, reading some parts quickly, some slowly, some parts in one sort of voice and others in another.	
								TOTAL:

* Elaboration and Craft are double-weighted categories: Whatever score a student would get in these categories is worth double the amount of points. For example, if a student exceeds expectations in Elaboration, then that student would receive 8 points instead of 4 points. If a student meets standards in Elaboration, then that student would receive 6 points instead of 3 points.