

	1 point		2 points		3 points		4 points	Score
DEVELOPMENT								
Elaboration*	The writer put facts in his writing to teach about his topic.		The writer used different kinds of information in her writing such as facts, definitions, details, steps, and tips.		The writer wrote facts, definitions, details, and observations about his topic and explained some of them.		<p>The writer taught her readers different things about the subject. She chose those subtopics because they were important and interesting.</p> <p>The writer included different kinds of facts and details such as numbers, names, and examples.</p> <p>The writer got her information from talking to people, reading books, and from her own knowledge and observations.</p> <p>The writer made choices about organization. She might have used compare/contrast, cause/effect, or pro/con. She may have used diagrams, charts, headings, bold words, and definition boxes to help teach her readers.</p>	
Craft*	The writer used labels and words to give facts.		The writer tried to include the words that showed he was an expert on the subject.		The writer chose expert words to teach readers a lot about the subject. She taught information in a way to interest readers. She may have used drawings, captions, or diagrams.		<p>The writer made deliberate word choices to teach his readers. He may have done this by using and repeating key words about his topic.</p> <p>When it felt right to do so, the writer chose interesting comparisons and used figurative language to clarify his points.</p> <p>The writer made choices about which information was best to include or not include.</p> <p>The writer used a teaching tone. To do so, he may have used phrases such as <i>that means...</i>, <i>what that really means is...</i>, and <i>let me explain...</i></p>	
								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

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LANGUAGE CONVENTIONS								
Spelling	<p>The writer used all he knew about words and chunks (<i>at, op, it, etc.</i>) to help him spell.</p> <p>The writer spelled the word wall words right and used the word wall to help him spell other words.</p>		<p>The writer used what she knew about spelling patterns (<i>tion, er, ly, etc.</i>) to spell a word.</p> <p>The writer spelled all of the word wall words correctly and used the word wall to help her figure out how to spell other words.</p>		<p>The writer used what he knew about spelling patterns to help him spell and edit before he wrote his final draft.</p> <p>The writer got help from others to check his spelling and punctuation before he wrote his final draft.</p>		<p>The writer used what she knew about word families and spelling rules to help her spell and edit. She used the word wall and dictionaries to help her when needed.</p>	
Punctuation	<p>The writer ended sentences with punctuation.</p> <p>The writer used a capital letter for names.</p> <p>The writer used commas in dates and lists.</p>		<p>The writer used quotation marks to show what characters said.</p> <p>When the writer used words such as <i>can't</i> and <i>don't</i>, he put in the apostrophe.</p>		<p>The writer punctuated dialogue correctly, with commas and quotation marks.</p> <p>The writer put punctuation at the end of every sentence while writing.</p> <p>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.</p>		<p>When writing long, complex sentences, the writer used commas to make them clear and correct.</p>	
								TOTAL: