

		4 <i>Meeting grade-level outcomes with an enriched understanding (EU)</i>	3 <i>Meeting grade-level outcomes (M)</i>	2 <i>Approaching grade-level outcomes (A)</i>	1 <i>Not yet meeting grade-level outcomes (NY)</i>
Writing Processes and Craft	Plan, Draft, Revise, Edit & Share	<p>Purposefully generates ideas that can be expressed through messages.</p> <p>The writing is skillfully organized, logically sequenced, and connected.</p> <p>Consistently uses a variety of supports to spell and check the spelling of words.</p> <p>Consistently edits written work for spelling, grammar, and punctuation.</p> <p>Effectively shares written messages with others.</p>	<p>Sufficiently generates ideas that can be expressed through messages.</p> <p>The writing is thoughtfully organized, logically sequenced, and connected.</p> <p>Frequently uses a variety of supports to spell and check the spelling of words.</p> <p>Frequently edits written work for spelling, grammar, and punctuation.</p> <p>Thoughtfully shares written messages with others.</p>	<p>Partially generates ideas that can be expressed through messages.</p> <p>The writing is partially organized, logically sequenced, and connected.</p> <p>Sometimes uses a variety of supports to spell and check the spelling of words.</p> <p>Sometimes edits written work for spelling, grammar, and punctuation.</p> <p>Beginning to share written messages with others.</p>	<p>Cannot yet generate ideas that can be expressed through messages.</p> <p>The writing is rarely or not yet organized, logically sequenced and connected.</p> <p>Rarely uses a variety of supports to spell and check the spelling of words.</p> <p>Rarely edits written work for spelling, grammar, and punctuation.</p> <p>Reluctant to share written messages with others.</p>
	Audience	<p>Effectively creates written messages that align with an intended audience or purpose.</p> <p>Skillfully uses personal experiences and sensory language to engage the audience.</p>	<p>Adequately creates written messages that align with an intended audience or purpose.</p> <p>Thoughtfully uses personal experiences and sensory language to engage the audience.</p>	<p>Beginning to create written messages that align with an intended audience or purpose.</p> <p>Beginning to use personal experiences and sensory language to engage the audience.</p>	<p>Inadequately creates written messages that align with an intended audience or purpose.</p> <p>Seldom uses personal experiences and sensory language to engage the audience.</p>
Creative Expression	Details	<p>Writing supports the creative expression of ideas through most of the following:</p> <ul style="list-style-type: none"> • skillfully selected adjectives and adverbs to add interest • a variety of synonyms and/or antonyms • punctuation • a variety images or features • Tier 2 words <p>Effectively includes a variety of features to help organize, clarify, and enhance personal messages, represent ideas and information.</p>	<p>Writing supports the creative expression of ideas through many of the following:</p> <ul style="list-style-type: none"> • adjectives and adverbs to add interest • synonyms and/or antonyms • punctuation • images or features • Tier 2 words <p>Thoughtfully includes a variety of features to help organize, clarify, and enhance personal messages, represent ideas and information.</p>	<p>Writing supports the creative expression of ideas through some of the following:</p> <ul style="list-style-type: none"> • adjectives and adverbs to add interest • synonyms and/or antonyms • punctuation • images or features • Tier 2 words <p>Includes simplistic features to help organize, clarify, and enhance personal messages, represent ideas and information.</p>	<p>Writing does not yet support the creative expression of ideas through any of the following:</p> <ul style="list-style-type: none"> • adjectives and adverbs to add interest • synonyms and/or antonyms • punctuation • images or features • Tier 2 words <p>Undeveloped or lacking features that organize, clarify, and enhance personal messages, represent ideas and information.</p>
	Research Processes and Organization	<p>Skilfully uses organizational tools like graphic organizers to gather, record or categorize information.</p> <p>Skillfully records factual information including images, words, and sentences.</p>	<p>Correctly uses organizational tools like graphic organizers to gather, record or categorize information.</p> <p>Correctly records factual information including images, words, and sentences.</p>	<p>Partially uses organizational tools like graphic organizers to gather, record or categorize information.</p> <p>Partially records factual information including images, words, and sentences.</p>	<p>Unable to use organizational tools like graphic organizers to gather, record or categorize information independently.</p> <p>Unable to record factual information including images, words, and sentences independently.</p>
Methods and tools for writing (<i>conversation about this being process and difficult to assess</i>)	<p>Confidently prints with appropriate size, formation and spacing to enhance clarity of a message.</p> <p>Consistently locates a variety of keys on a keyboard to type messages.</p>	<p>Correctly prints with appropriate size, formation and spacing to enhance clarity of a message.</p> <p>Frequently locates a variety of keys on a keyboard to type messages.</p>	<p>Beginning to print with appropriate size, formation and spacing which may impact the clarity of a message.</p> <p>Inconsistently locates a variety of keys on a keyboard to type messages.</p>	<p>Seldom prints with appropriate size, formation and spacing affecting the clarity of the message.</p> <p>Rarely locates a variety of keys on a keyboard to type messages.</p>	

		4 <i>Meeting curricular outcomes with an enriched understanding (EU)</i>	3 <i>Meeting curricular outcomes (M)</i>	2 <i>Approaching curricular outcomes (A)</i>	1 <i>Not yet meeting curricular outcomes (NY)</i>
Conventions	Capitalization	Consistently applies capital letters to: <ul style="list-style-type: none"> the first word of a sentence names of people and places days of the week and month titles 	Frequently applies capital letters to: <ul style="list-style-type: none"> the first word of a sentence names of people and places days of the week and month titles 	Sometimes applies capital letters to: <ul style="list-style-type: none"> the first word of a sentence names of people and places days of the week and month titles 	Does not yet or rarely apply capital letters to: <ul style="list-style-type: none"> the first word of a sentence names of people and places days of the week and month titles
	Punctuation	Consistently applies correct punctuation: <ul style="list-style-type: none"> at the end of sentences to enhance written messages in contractions (apostrophes in place of letters) 	Frequently applies correct punctuation: <ul style="list-style-type: none"> at the end of sentences to enhance written messages in contractions (apostrophes in place of letters) 	Sometimes uses correct punctuation: <ul style="list-style-type: none"> at the end of sentences to enhance written messages in contractions (apostrophes in place of letters) 	Does not yet or rarely use correct punctuation: <ul style="list-style-type: none"> at the end of sentences to enhance written messages in contractions (apostrophes in place of letters)
	Grammar	Skillfully writes sentences that contain complete thoughts and make sense, including: <ul style="list-style-type: none"> pronouns to replace nouns adjectives to describe nouns adverbs to describe verbs prepositions to show time and place 	Adequately writes sentences that contain complete thoughts and make sense, including: <ul style="list-style-type: none"> pronouns to replace nouns adjectives to describe nouns adverbs to describe verbs prepositions to show time and place 	Simplistically writes sentences that contain partial thoughts and make sense, including: <ul style="list-style-type: none"> pronouns to replace nouns adjectives to describe nouns adverbs to describe verbs prepositions to show time and place 	Writes sentences that contain undeveloped thoughts, rarely including: <ul style="list-style-type: none"> pronouns to replace nouns adjectives to describe nouns adverbs to describe verbs prepositions to show time and place
Spelling		Consistently applies knowledge of known words (including high-frequency words), word parts, and word patterns to spell unfamiliar words. Consistently uses the following to support spelling: <ul style="list-style-type: none"> include a vowel in every word and syllable use letter combinations that represent long vowel sounds use a wide range of consonant letters and letter combinations in the beginning, middle, and ending of words 	Frequently applies knowledge of known words (including high-frequency words), word parts, and word patterns to spell unfamiliar words. Frequently uses the following to support spelling: <ul style="list-style-type: none"> include a vowel in every word and syllable use letter combinations that represent long vowel sounds use a wide range of consonant letters and letter combinations in the beginning, middle, and ending of words 	Sometimes applies knowledge of known words (including high-frequency words), word parts, and word patterns to spell unfamiliar words. Sometimes uses the following to support spelling: <ul style="list-style-type: none"> include a vowel in every word and syllable use letter combinations that represent long vowel sounds use a wide range of consonant letters and letter combinations in the beginning, middle, and ending of words 	Undeveloped knowledge of known words (including high-frequency words), word parts, and word patterns to spell unfamiliar words. Does not yet use the following to support spelling: <ul style="list-style-type: none"> include a vowel in every word and syllable use letter combinations that represent long vowel sounds use a wide range of consonant letters and letter combinations in the beginning, middle, and ending of words