

## IDEAS K-1-2 KEY POINTS

### EXCEPTIONAL 6

- The Big idea is clear and original; the topic is narrowed
- Supporting details are relevant, accurate and specific
- Pictures, graphs, charts (if present) enhance the text
- Focus: The writing stays on topic
- Development is generous and complete

The Condo

Once I built a bird condo.  
I had to get wood and screws.  
I drilled the screws with a power  
drill. I took a sander, I had to  
sand a piece of wood, I cut two

8 holes in the wood. Then I caught  
9 two poles that fit the holes, I  
10 piece of paper with holes in it.  
11 glue it to the poles. I had to  
12 find a tennis court. Make  
13 sure it has at least two floors,  
14 and you are done.

### EXPERIENCED 5

- The Big idea is clear; the topic is narrowed
- Supporting details are relevant, logical and mostly accurate
- Pictures, graphs, charts (if present) clarify the text
- Focus: Usually stays on topic
- Development is complete

I like the Dener zoo. The zoo is a fun  
place. Because if you want to be a vet in  
the zoo you need to know what kind of  
animal you might be working with. I  
want to have animals. And you might  
to. Because what would we be without  
animals. That's my story.

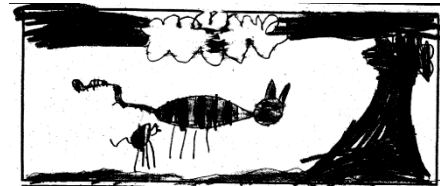
### CAPABLE 4

- The Big idea is clear, but general—a simple story or explanation
- Support is present in the text
- Pictures (if present) support the text
- Focus: Generally on topic, with a few missteps
- Development is adequate

My favorite place to visit  
is on the playground. Because lots  
of kinds of kids play on the  
playground everyday! I like to push  
the merry-go-round.

### DEVELOPING 3

- The Big idea is stated in text
- Support is minimal
- Pictures (if present) offer supporting details
- Focus: Limited to one sentence (or repeats the same idea)
- Development is simplistic



I would like to  
see a Tigray. Hay  
look The Tigray. He is a BoB.

### EMERGING 2

- Idea(s) are conveyed in a general way through text, labels, symbols
- Support: Not present in the text
- Pictures: Connect with a word, label, symbol
- Focus: Unclear or extremely limited
- Development: Not present

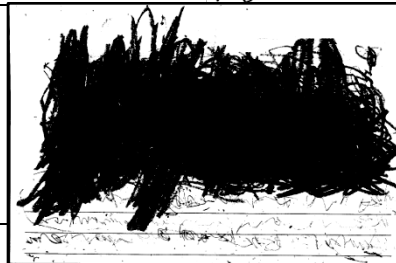


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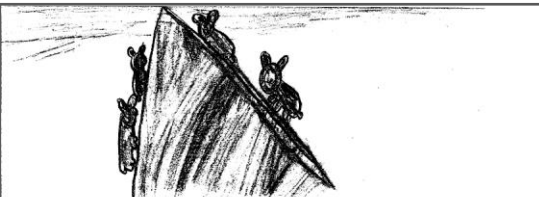
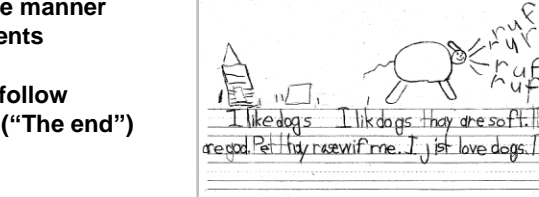

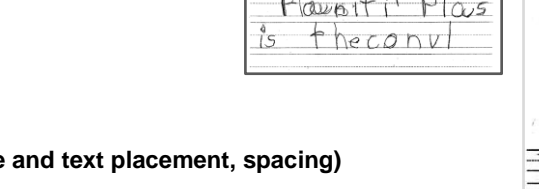
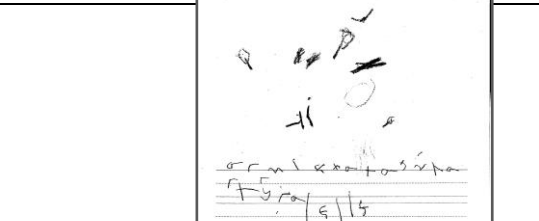
igto g n The Bot  
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### BEGINNING 1

- Ideas are unclear; print sense is just beginning
- Support: Not present
- Pictures: Not clear
- Focus: Not present
- Development: Not present



## ORGANIZATION K-1-2 KEY POINTS

<b>EXCEPTIONAL</b>  <b>6</b>	<ul style="list-style-type: none"> <li>• The structure showcases the main idea</li> <li>• Pictures (if present) enhance the text</li> <li>• Transitions are smooth and varied</li> <li>• Sequencing shows planning for impact</li> <li>• An inviting lead and a developed ending are present</li> <li>• Format assists reader orientation</li> </ul>		<p>I went to Yellow stone National Park. It was so cool. When I went I saw Buffalo and one Grizzly Bear. It was funny when we saw the Grizzly Bear cause he was sitting down asleep. I like Yellow stone national Park. Do you want to know why I like Yellow stone national Park? Caus you can learn about wild life and the woods.</p>
<b>EXPERIENCED</b>  <b>5</b>	<ul style="list-style-type: none"> <li>• The structure is easy to follow</li> <li>• Pictures (if present) clarify the text</li> <li>• Transitions are somewhat varied</li> <li>• Sequencing is sound</li> <li>• An inviting lead and a concluding sentence are present</li> <li>• Format is clear</li> </ul>	<p style="text-align: center;">Soft Chinchilas</p> <p>my favret anmla is a gray chinchila becuas thay are very very soft and thay are littl I like them becuas Thay are soft thay have big ers so when scary anamls arad Thay no to go the uthter way chinchiles lev in the moutens</p>	
<b>CAPABLE</b>  <b>4</b>	<ul style="list-style-type: none"> <li>• Structure is clearly present and complete in a predictable manner</li> <li>• Pictures (if present) show thoughtful placement of elements</li> <li>• Transitions work in a predictable fashion</li> <li>• Sequencing may take a circuitous route, but reader can follow</li> <li>• A beginning, middle and predictable ending are present ("The end")</li> <li>• Format is generally accurate in placement of elements</li> </ul>	 <p>I like dogs I like dogs they are soft they are cute they are good they are nice I just love dogs they are fun.</p>	<p>When Kia ke Anna Me Was playing out side on the swing. ke Anna Me Went high Kia Went slow ke Anna me Stop Kia when Kia Went high.</p> <p style="text-align: center;">The End</p>
<b>DEVELOPING</b>  <b>3</b>	<ul style="list-style-type: none"> <li>• A structure is present</li> <li>• Picture elements are placed logically</li> <li>• Transitions are missing or rely upon connectives ("and" "and then")</li> <li>• Sequencing: Not present or confusing</li> <li>• A bare beginning and middle are present—no end</li> <li>• Text and pictures are generally formatted correctly on the page</li> </ul>		
<b>EMERGING</b>  <b>2</b>	<ul style="list-style-type: none"> <li>• Structure is starting to emerge</li> <li>• Pictures show attempts to order /balance elements</li> <li>• Transitions: Not present</li> <li>• Sequencing: Not present</li> <li>• A beginning is attempted—no middle or end</li> <li>• Formatting signs emerging (left-right orientation, picture and text placement, spacing)</li> </ul>		
<b>BEGINNING</b>  <b>1</b>	<ul style="list-style-type: none"> <li>• Structure is not present</li> <li>• Picture elements are random, scattered or unbalanced</li> <li>• Sequencing and transitions not present</li> <li>• Beginning or ending not present</li> <li>• Format clues: Not present</li> </ul>		

# VOICE K-1-2 KEY POINTS

**EXCEPTIONAL**  
**6**

- Exceptional expression of feeling, commitment to topic
- Pictures (if present) enhance the mood, atmosphere, point of view
- Exceptional audience awareness is present; compelling to read
- Unmistakably individual, sincere—unique expression

My Dearing Dog Franki  
I have a dog his name is Franki. He is so funny  
because he loves this funny ball. He take it and hider  
it so nobody can find it. What he most like to do  
is sit on the couch all day and watch TV. Franki is really  
loyal. Franki is a golden retriever, so that means the color of  
him is golden. He absolutely loves getting brushed. All the

time he wants to get brushed. It's very annoying. When  
you pet him for a long time he will just freeze and  
in two or three seconds Franki will run very fast  
around the house and get all hider. I think  
everybody should have a dog like Franki because  
he's fun, nice, gentle, funny, and most of all he's  
very, very, I mean very, cute.

**EXPERIENCED**  
**5**

- The writer's feelings about the subject are loud and clear
- Pictures (if present) enrich the mood, atmosphere
- Engages the audience ("Did you know?")
- Individual and sincere expression

The Day I Meet Ellen  
When I walked in the  
room there was a girl named  
Ellen. She was so Butfulash  
had strat baria. We talked  
outside with echan ater.  
after that we ate lunch.  
I was so happy today. Then  
we had cupcakes. Because  
it was the first day of  
Day of first grade. I had so much  
fun today. Then I said good bye  
to Ellen. She said I said  
bye. The end

**CAPABLE**  
**4**

- Identifiable feeling(s) are present in the writing
- Pictures (if present) capture the atmosphere or mood in a general way
- Audience awareness is present
- The individual emerges from the text



the Dog is my ferBit!

**DEVELOPING**  
**3**

- Feeling is expressed in a few words /punctuation ("fun"- "like"- "favorite", underline exclamation point)
- Pictures show expression in faces and details
- Audience awareness is present in a general way
- Individual expression is present

I like dogs do b r t  
and Bekas do b r t

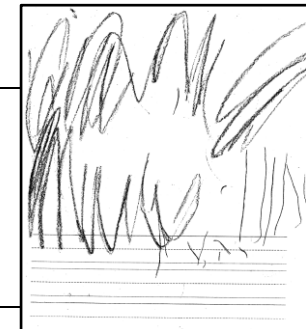
**EMERGING**  
**2**

- A general feeling is captured in words and/or pictures
- Pictures capture a mood, simple emotion or action
- Audience awareness: Not yet present or clear
- Individual expression is emerging



**BEGINNING**  
**1**

- Not enough text is present to convey a mood or feeling
- Pictures are hard to interpret
- Audience awareness is not yet present
- Individual expression is not present

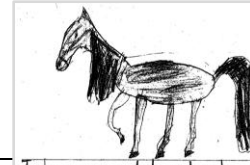


## WORD CHOICE K-1-2 KEY POINTS

I Like T-rexes. They are a dinosaur. a T-rex is homonges. a T-rex has varee sharp teeth. a li-serd is related to a T-rex. Their skin is Tof Scin. a T-rex eats meats. I wood be scard if I saw a T-rex.

**EXCEPTIONAL**  
**6**

- The text is comprised of words that convey a complete message
- Word choice includes striking, memorable phrases
- Vocabulary reflects precision and accuracy
- Repetition is rarely present



I know a lot about horses. Because they're my favorite animal, I know all the colors there are: some, dun, bay, chestnut, piebald, white, and gray. Horses love running all around. They are

**EXPERIENCED**  
**5**

- The text alone conveys the message in several words
- Word choice contains moments of sparkle; everyday words used well
- The vocabulary is expanding
- Repetition occurs infrequently

## CAPABLE

### 4

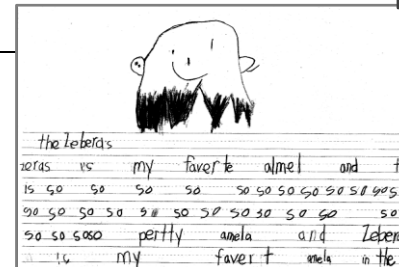
- The words stand on their own to convey a simple message
- Words are basic and used correctly
- Vocabulary is mostly routine, with a few experiments
- Some repetition is present

My favourit place to go is  
 storplum. It has three slides.  
 one slide is blue with the red  
 strips the uthr slide is red  
 the uthr slide is white.  
 we can swim we can drive.  
 I like to swim. I like  
 storplum where is your favourit place  
 to go?

## DEVELOPING

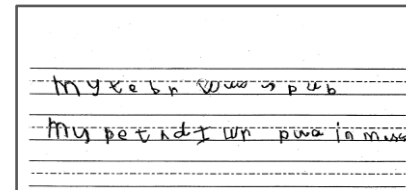
### 3

- Word groups, phrases convey the topic with some help from pictures
- Word choice makes sense
- Vocabulary is limited to “known” or “safe” words
- Repetition of “safe” words and phrases



## EMERGING 2

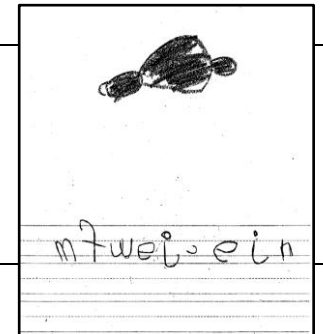
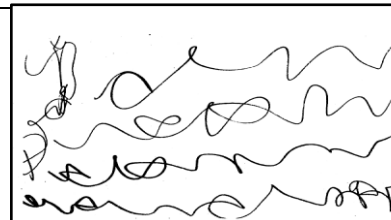
- A few words begin to emerge
- Word choice is difficult to decode
- Vocabulary relies upon environmental print
- Repetition: May repeat letters, alphabet, name, etc.



# BEGINNING

## 1

- **No words are present (imitative writing )**
- **Word choice: Not present**
- **Vocabulary: Not present**
- **Repetition: Inconsistent letter shapes, imitative writing or none**



# SENTENCE FLUENCY K-1-2 KEY POINTS

**EXCEPTIONAL**  
**6**

- Several sentences are present that vary in structure and length
- Sentence beginnings are varied
- Rhythm is fluid and pleasant to read aloud
- Connective words work smoothly

The Tent  
One day I was building a tent. I knew I would make a tent with two rooms. One room had a living room and in the same room was a kitchen. I made a couch out of a big blanket. And I put fake food in the kitchen.  
The second room was the bedroom. It had a cushion blanket bed. I

Underwater for ever  
Samon are incredible animals. For two reasons. First, when samon are born they start out in the ocean. Then when it is time to spawn they move up to rivers and streams jumping out of the water swimming as fast as the can. Clearly they take spawning seriously. Second when spawning season is over it starts all over again.

**EXPERIENCED**  
**5**

- Several sentences are present and employ more than one sentence pattern
- Sentence beginnings are varied
- Rhythm is more fluid than mechanical—easy to read aloud
- Connective words do not interfere with the fluency

slept in the bed for a week  
I wish I had a fake toilet sink and a bathtub. Then I would have a bathroom.  
Today is Wednesday I just made cookies. I just ate five.

**CAPABLE**  
**4**

- The writing provides a limited sampling of sentence patterns
- Sentences do not always begin the same way
- Rhythm is more mechanical than fluid
- Connectives words show some variation

I like my Grandma because my fusions are sat.  
I play. I go out sat. I play ball. I ride bike.  
We go driving. I write to sat at pass hot.  
I like my gramo.

Now I must go to bed. Cause I have a tummy ache from the cookies. Goodnight.

**DEVELOPING**  
**3**

- Most of a sentence is present, decodable in the text ("Like bunne becuz ther riree Fas")
- Sentences begin the same way ("I like . . .")
- Rhythm is choppy and repetitive
- Connective transitions serve as links between phrases ("and" "then" etc.)

Like Bunne BCuz Ther riree Fas.  
AS.

**EMERGING**  
**2**

- Part of a sentence may be present ("Cus it is clu")
- A word or phrase may be repeated across the page to form the text
- Rhythm is not present
- Connective words may appear in sentence parts

Cus it is clu. Peer

**BEGINNING**  
**1**

- No sentences or sentence parts are present in the text
- The marks, lines or scribbles may imitate writing from left to right
- Words stand alone
- Connectives: Not present

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# CONVENTIONS K-1-2 KEY POINTS

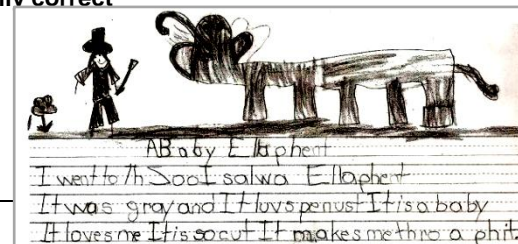
## EXCEPTIONAL 6

- Capitalization: Accurate for sentence beginnings, proper names, titles
- Punctuation: End punctuation, commas in series, other varied uses for stylistic effect
- Spelling: Grade level words and "hard" words spelled logically, if not accurately
- Grammar and usage: Accurate
- Paragraphing: Consistent indentation for paragraphs

Friends are Always Stupendous!  
A friend is someone you play with at recess. You need to have at least one or two things in common. They need to share toys and if you are at recess and your friend wants to play, it is not nice to say you can't play. A friend is someone who does not cheat on games or is not a poor sport. A poor sport is someone who they lose a game or get out of a game they start winning and calling you names and say "I'M NOT PLAYING WITH YOU ANY MORE!" One of my favorite things is a friend makes you giggle at jokes that they say, but the bad part is if you giggle at school you can get in trouble by the teachers. You don't have to copy your friend for example if they like chocolate chip cookies and you don't, you should not say "me too!" This is what my friends are like. What is your friend like?

## EXPERIENCED 5

- Capitalization: Capitals for sentence beginnings, proper names, titles usually correct
- Punctuation: End punctuation usually correct—some varied uses present
- Spelling: Usually accurate for grade level words
- Grammar and usage: Usually accurate
- Paragraphing: First line indented



## CAPABLE 4

- Capitalization: Capitals for beginning sentence, names, titles in evidence
- Punctuation: End punctuation is present
- Spelling: High use grade level words mostly correct; phonetic spelling easy to decode
- Grammar and usage: subject/verb agreement, tense, still spotty
- Paragraphing: spotty, or not present

I like to visit Oregon because I like to visit my Meemo. I like to get the big fan leaves that she has. I like to go to the park that we can walk to and play games in the house with Meemo.

## DEVELOPING 3

- Capitalization: Beginning sentence, names, title still inconsistent
- Punctuation: Period or other punctuation is present somewhere
- Spelling: Phonetic spelling decodable; accurate spelling of some words
- Grammar and usage: A grammatical construction is present, but missing parts
- Paragraphing: Not present

My favorite place is my grandparents house because I play with my kuns and we go out side to play out side.

## EMERGING 2

- Capitalization: Random use of upper and lower case letters
- Punctuation: None or random
- Spelling: Phonetic, some decodable and/or simple words spelled correctly
- Grammar and usage: Part of a grammatical construction is present
- Paragraphing: Not present

Mom My happy me onen I got scared and she says me onen I am a giant and she says me wants the meat and I want to eat the meat. onen I feel laohle she snels weah me. snels

## BEGINNING 1

- Capitalization: Print sense still emerging
- Punctuation: None
- Spelling: Pre-phonetic or not present
- Grammar and usage: Not present
- Paragraphing: Not present

