

	<b>Exceeding</b>	<b>Meeting</b>	<b>Approaching</b>	<b>Limited Progress</b>
<b>Behaviors of Writer</b>	<p>Student consistently performs beyond</p> <ul style="list-style-type: none"> <li>• Generating ideas for writing</li> <li>• Demonstrating writing stamina</li> <li>• Using resources and conferences to independently revise and edit</li> </ul>	<p>Student consistently achieves</p> <ul style="list-style-type: none"> <li>• Generating ideas for writing</li> <li>• Demonstrating writing stamina</li> <li>• Using resources and conferences to independently revise and edit</li> </ul>	<p>Student is progressing toward</p> <ul style="list-style-type: none"> <li>• Generating ideas for writing</li> <li>• Demonstrating writing stamina</li> <li>• Using resources and conferences to independently revise and edit</li> </ul>	<p>Student is making minimal progress</p> <ul style="list-style-type: none"> <li>• Generating ideas for writing</li> <li>• Demonstrating writing stamina</li> <li>• Using resources and conferences to independently revise and edit</li> </ul>
<b>Formative Focus</b>	<ul style="list-style-type: none"> <li>• Demonstrates a strong understanding of topic/text(s) by developing an effective research question/thesis statement</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates an understanding of topic/text(s) by developing a research question/thesis statement.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates partial understanding of topic/text(s) by inadequately addressing the research question/thesis statement</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates limited or no understanding of topic/text(s) by not addressing the research question/thesis statement</li> </ul>
<b>Formative Content</b>	<ul style="list-style-type: none"> <li>• Skillfully uses relevant and substantial evidence</li> <li>• Uses credible and varied sources, as appropriate</li> <li>• Develops the topic with well-integrated facts, definitions, concrete details, quotations, or other information and examples</li> <li>• Skillfully includes illustrations and multimedia when useful to aiding comprehension</li> </ul>	<ul style="list-style-type: none"> <li>• Uses relevant and sufficient evidence</li> <li>• Uses credible sources, as appropriate</li> <li>• Develops the topic with facts, definitions, concrete details, quotations, or other information and examples</li> <li>• Sufficiently includes illustrations and multimedia when useful to aiding comprehension</li> </ul>	<ul style="list-style-type: none"> <li>• May lack relevant and/or sufficient evidence</li> <li>• Uses mostly credible sources, as appropriate</li> <li>• Develops the topic with limited facts, definitions, concrete details, quotations, or other information and examples</li> <li>• Attempts to include illustrations and multimedia when useful to aiding comprehension</li> </ul>	<ul style="list-style-type: none"> <li>• Does not use relevant and/or sufficient evidence</li> <li>• Uses few to no credible, sources as appropriate</li> <li>• Does not support opinion with facts, details, and/or reasons</li> <li>• Attempts to include illustrations and multimedia, but may not be useful to aiding comprehension</li> </ul>
<b>Formative Organization</b>	<ul style="list-style-type: none"> <li>• Organizes ideas and information into purposeful, coherent paragraphs that include an elaborated introduction with clear thesis, structured body, and insightful conclusion</li> <li>• Logically groups related information into paragraphs or sections, including formatting</li> <li>• Uses varied transitions and syntax to link the major sections of text, create cohesion, and clarify relationship among complex ideas and concepts</li> </ul>	<ul style="list-style-type: none"> <li>• Organizes ideas and information into logical introductory, body, and concluding paragraphs</li> <li>• Groups related information into paragraphs or sections, including formatting (e.g., headings)</li> <li>• Uses linking/transitional words and phrases appropriately to connect ideas within and across categories of information</li> </ul>	<ul style="list-style-type: none"> <li>• Organizes ideas and information in an attempted paragraph structure that includes a sense of introduction, body and conclusion</li> <li>• Grouping of ideas lacks cohesion (e.g., list-like, rambling, or repetitive)</li> <li>• Attempts to use some simplistic linking words to connect ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Does not organize ideas and information coherently due to lack of paragraph structure and/or a missing introduction, body, or conclusion</li> <li>• Does not group related information together</li> <li>• Uses no linking words</li> </ul>
<b>Formative Style</b>	<ul style="list-style-type: none"> <li>• Uses purposeful and varied sentence structures</li> <li>• Utilizes precise and domain-specific vocabulary accurately throughout student writing</li> </ul>	<ul style="list-style-type: none"> <li>• Uses correct and varied sentence structures</li> <li>• Utilizes precise/descriptive language and domain-specific vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Uses some repetitive yet correct sentence structure</li> <li>• Utilizes some precise language and/or domain-specific vocabulary but minimally and/or inaccurately</li> </ul>	<ul style="list-style-type: none"> <li>• Does not demonstrate sentence mastery</li> <li>• Does not utilize precise language or domain-specific vocabulary</li> </ul>

Informative Conventions of Language	<ul style="list-style-type: none"> <li>• Demonstrates above grade level use of conventions (grammar, punctuation, capitalization, and spelling) to enhance meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates grade level appropriate conventions (grammar, punctuation, capitalization, and spelling); errors are minor and do not obscure meaning or interfere with the readability</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates some grade level appropriate conventions (grammar, punctuation, capitalization, and spelling), but errors may interfere with the readability</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates limited understanding of grade level conventions (grammar, punctuation, capitalization, and spelling), and errors interfere with the readability</li> </ul>
-------------------------------------	---	--	---	---

### Informational Skills Checklist

Focus	Content	Organization	Style	Conventions
Clear message/ point Thesis _____	<ul style="list-style-type: none"> <li><input type="checkbox"/> Relevant examples/facts</li> <li><input type="checkbox"/> Sufficiently developed details</li> <li><input type="checkbox"/> _____</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Introduction that includes a catchy lead</li> <li><input type="checkbox"/> Groups details into logical paragraphs</li> <li><input type="checkbox"/> Use of topic sentences</li> <li><input type="checkbox"/> Transitional words that connect ideas</li> <li><input type="checkbox"/> Conclusion that revisits thesis</li> <li><input type="checkbox"/> _____</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Precise/ descriptive word choice</li> <li><input type="checkbox"/> Varies sentence structure</li> <li><input type="checkbox"/> _____</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Accurate spelling</li> <li><input type="checkbox"/> Accurate use of grammar</li> <li><input type="checkbox"/> Accurate punctuation</li> <li><input type="checkbox"/> Accurate capitalization</li> <li><input type="checkbox"/> Complete sentences</li> <li><input type="checkbox"/> _____</li> </ul>

Strengths: \_\_\_\_\_

Goals: \_\_\_\_\_