

Writing Instruction by Assessment Domains & 2008 ELA Standards

Content and Development

Sample Language/Stems:

- Which sentence would make the best supporting detail?
- Which topic sentence would be best to begin the second paragraph?
- Which sentence shifts focus by adding an irrelevant detail?
- Which sentence would provide the **best** conclusion to the composition?
- Which sentence, if added, would be **best** to conclude the second paragraph?

Rubric for Content and Development

4	3	2	1
<ul style="list-style-type: none">• Presents a clear central idea about the topic• Fully develops the central idea with specific, relevant details• Sustains focus on central idea throughout the writing	<ul style="list-style-type: none">• Presents a central idea about the topic• Develops the central idea but details are general, or the elaboration may be uneven• Focus may shift slightly, but is generally sustained	<ul style="list-style-type: none">• Central idea may be unclear• Details need elaboration to clarify the central idea• Focus may shift or be lost causing confusion for the reader	<ul style="list-style-type: none">• There is no clear central idea• Details are sparse and/ or confusing• There is no sense of focus

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Organization

Some Sample Language/Stems:

- Which transitional word would best introduce [this sentence/paragraph]?
- What would be the best way to begin [this sentence]?
- Which sentence interrupts the logical progression of ideas?
- Where would be the **most** logical place to add this sentence?
- What would be the **best** way to begin sentence 20?

Rubric for Organization

4	3	2	1
<ul style="list-style-type: none">• Has an effective introduction, body, and conclusion.• Provides a smooth progression of ideas by using transitional devices throughout the writing.	<ul style="list-style-type: none">• Has an introduction, body, and conclusion.• Provides a logical progression of ideas throughout the writing.	<ul style="list-style-type: none">• Attempts an introduction, body, and conclusion; however, one or more of these components could be weak or ineffective.• Provides a simplistic, repetitious, or somewhat random progression of ideas throughout the writing.	<ul style="list-style-type: none">• Attempts an introduction, body, and conclusion; however, one or more of these components could be absent or confusing.• Presents information in a random or illogical order

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Voice

Some Sample Language/Stems:

- What would be a more precise word to replace _____?
- Which revision of the sentence is the most vivid?
- What is the best way to combine sentences [select sentences]?
- What would be a better choice of wording than _____ in this sentence?
- What would be a more precise way of phrasing sentence ____?
- How can we vary your sentences so that they do not always begin the same?
- Which of these sentences is complex?

Rubric for Voice

4	3	2	1
	<ul style="list-style-type: none"> • Uses precise and/or vivid vocabulary appropriate for the topic • Phrasing is effective, not predictable or obvious • Varies sentence structure to promote rhythmic reading • Shows strong awareness of audience and task; tone is consistent and appropriate 	<ul style="list-style-type: none"> • Uses both general and precise vocabulary • Phrasing may not be effective, and may be predictable or obvious • Some sentence variety results in reading that is somewhat rhythmic; may be mechanical • Shows awareness of audience and task; tone is appropriate 	<ul style="list-style-type: none"> • Uses simple vocabulary • Phrasing is repetitive or confusing • Shows little or no sentence variety; reading is monotonous • Shows little or no awareness of audience and task; tone may be inappropriate

Grade	Sentence Variety & Complexity
3	3-4.2: Use complete sentences (including compound sentences) in writing.
4	4-4.2: Use complete sentences in a variety of types (including simple and compound sentences) in writing.
5	5-4.2: Use complete sentences in a variety of types (including simple, compound, and complex) in writing.

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Conventions

Some Sample Language/Stems:

- Which sentence uses capital letters correctly?
- Which sentence is punctuated correctly?
- What is the correct way to combine sentences [select sentences]?
- What correction should be made to [select sentence]?
- What is the correct way to edit this sentence?

Rubric for Conventions

4	3	2	1
<ul style="list-style-type: none"> • Provides evidence of a consistent and strong command of grade-level conventions (grammar, capitalization, punctuation, and spelling). 	<ul style="list-style-type: none"> • • Provides evidence of an adequate command of grade-level conventions (grammar, capitalization, punctuation, and spelling). 	<ul style="list-style-type: none"> • Provides evidence of a limited command of grade-level conventions (grammar, capitalization, punctuation, and spelling). 	<ul style="list-style-type: none"> • Provides little or no evidence of having a command of grade-level conventions (grammar, capitalization, punctuation, and spelling).

Assessment of Conventions

Standards/indicators should always be used to accurately score the conventions domain:

- first, circle or mark the errors, then
- check the grade level indicator first to see if the student is responsible for knowing this information at this grade level or in previous grades.

Examples:

- ❖ Capitalization of holidays is a 3rd grade indicator (3-4.6). If the student is in 4th grade, then the student is responsible and it would be an error.
- ❖ Subject-verb agreement is a 4th grade indicator (4-4.4). If the student is in 3rd grade, then the student is not responsible if the subject-verb agreement is incorrect. If the student uses it correctly, it can help the writing score.

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Mechanics of Editing

First Grade

Capitalization

- first word of a sentence
- names of people
- pronoun *I*

Punctuation

- periods
- exclamation points
- question marks

Spelling

- high-frequency words
- three- and four-letter short-vowel words

Second Grade

Capitalization

- proper nouns
- initials of a person's name
- courtesy titles (Mr., Ms.)
- days of the week
- months of the year
- titles of books, poems, and songs

Punctuation

- apostrophes in contractions
- commas in a series
- commas in dates
- quotation marks to show someone is speaking

Spelling

- words that do not fit regular spelling patterns (for example, *was, were, says, said*)
- high-frequency words
- basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns

Third Grade

Capitalization

- geographic names
- holidays
- historical and special events

Punctuation

- commas in addresses
- commas in the greetings and closings of letters
- commas in compound sentences
- apostrophes in contractions
- apostrophes in possessive nouns
- periods in abbreviations
- indentation of paragraphs

Spelling

- misused homonyms
- high-frequency multi-syllabic words
- words that have blends
- contractions
- compound words
- orthographic patterns (for example, *qu*, consonant doubling, changing the ending of a word from *-y* to *-ies* when forming the plural)

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Fourth Grade

Capitalization

- titles of works of art
- titles of magazines and newspapers
- brand names
- proper adjectives
- names of organizations

Punctuation

- quotation marks to indicate direct quotations or dialogue
- quotation marks to indicate titles of works (for example, articles, reports, chapters, and other short pieces) published within
separately published works
- between main clauses
- underlining/italics to indicate titles of separately published works such as books and magazines

Spelling

- words with suffixes and prefixes
- multi-syllabic words

Fifth Grade

Capitalization

- ethnic groups
- national groups
- established religions and languages

Punctuation

- colons
- hyphens

Spelling

- commonly confused words
- multi-syllabic constructions
- double consonant patterns
- irregular vowel patterns in multi-syllabic words

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Capitalization	Punctuation	Spelling
<p>First Grade first word of a sentence names of people pronoun <i>I</i></p> <p>Second Grade proper nouns initials of a person's name courtesy titles (Mr., Ms.) days of the week months of the year titles of books, poems, and songs</p> <p>Third Grade geographic names holidays historical and special events</p> <p>Fourth Grade titles of works of art titles of magazines and newspapers brand names proper adjectives names of organizations</p> <p>Fifth Grade ethnic groups national groups established religions and languages</p>	<p>First Grade periods exclamation points question marks</p> <p>Second Grade apostrophes in contractions commas in a series commas in dates quotation marks to show someone is speaking</p> <p>Third Grade commas in addresses commas in the greetings and closings of letters commas in compound sentences apostrophes in contractions apostrophes in possessive nouns periods in abbreviations indentation of paragraphs</p> <p>Fourth Grade quotation marks to indicate direct quotations or dialogue quotation marks to indicate titles of works (for example, articles, reports, chapters, and other short pieces) published within separately published works between main clauses underlining/italics to indicate titles of separately published works such as books and magazines</p> <p>Fifth Grade colons hyphens</p>	<p>First Grade high-frequency words three- and four-letter short-vowel words</p> <p>Second Grade words that do not fit regular spelling patterns (for example, <i>was, were, says, said</i>) high-frequency words basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns</p> <p>Third Grade misused homonyms high-frequency multi-syllabic words words that have blends contractions compound words orthographic patterns (for example, <i>qu</i>, consonant doubling, changing the ending of a word from <i>-y</i> to <i>-ies</i> when forming the plural)</p> <p>Fourth Grade words with suffixes and prefixes multi-syllabic words</p> <p>Fifth Grade commonly confused words multi-syllabic constructions double consonant patterns irregular vowel patterns in multi-syllabic words</p>