|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Standard** | **Exceeding Standard**  **(4)** | **At Standard**  **(3)** | **Approaching Standard**  **(2)** | **Below Standard**  **(1)** |
| **Introduce Topic/Book** | **W1.1** | Student wrote an elaborate introduction to the topic or book. | Student provided one complete sentence introducing the topic or book. | Student included an incomplete introduction of the topic or book. | Student did not include a topic or book title. |
| **State Opinion and a Reason** | **W1.1** | Student elaborated on their opinion and provided multiple reasons for their opinion. | Student included a clear opinion about the topic or book and a reason for their opinion. | Student included either an opinion or reason about the topic or book but not both or both were unclear. | Student did not include an opinion or reason about the topic or book. |
| **Closure** | **W1.1** | Student has an elaborated ending that persuades the readers to agree with their opinion. | Student has 1 sentence or thought that signifies the end of the opinion and reasons. | Student attempted to include closure however it’s a vague sentence or thought. | Student has no closure and leaves the reader unclear about how they feel about the topic or book. |
| **Revising and Editing** | **W1.5** | Student listens and responds to suggestions of others (peers and teachers) to strengthen the craft of his writing. I.E.: He rewrites an introduction adding more descriptive words. | Student listens and responds to suggestions of others (peers and teachers) to strengthen his writing. I.E.: He makes changes to writing like adding to pictures, words, details, etc. | Student often listens and responds to some suggestions of others with support from the teacher. | Student listens to suggestions, but does not use suggestions to strengthen writing. |
| **Organization and**  **Conventions** |  | **Checked ALL boxes** | **Checked 3-4 boxes** | **Checked 2 boxes** | **Checked 0-2** |
| **LK.2a**  **Capitalization** | 🞏 Most capitals (beginning of sentence & names) | 🞏 Most capitals (beginning of sentence & names) | 🞏 Most capitals (beginning of sentence & names) | 🞏 Most capitals (beginning of sentence & names) |
| **L.1.2b**  **Punctuation** | 🞏 Most periods | 🞏 Most periods | 🞏 Most periods | 🞏 Most periods |
| **FS.K.1.1c**  **Print Concepts** | 🞏 Appropriate spacing | 🞏 Appropriate spacing | 🞏 Appropriate spacing | 🞏 Appropriate spacing |
| **L.1.2d**  **Spelling** | 🞏 Most sight words spelled correctly | 🞏 Most sight words spelled correctly | 🞏 Most sight words spelled correctly | 🞏 Most sight words spelled correctly |
| **L.1.2e**  **Spelling** | 🞏 Most untaught words spelled phonetically | 🞏 Most untaught words spelled phonetically | 🞏 Most untaught words spelled phonetically | 🞏 Most untaught words spelled phonetically |
| **L.1.1a**  **Upper and Lower Case Letters** | 🞏 Most words are written with lowercase letters. (Uppercase letters are reserved for names , for the word “I” and at the beginning of sentences.) | 🞏 Most words are written with lowercase letters. (Uppercase letters are reserved for names, for the word “I” and at the beginning of sentences.) | 🞏 Most words are written with lowercase letters. (Uppercase letters are reserved for names, for the word “I” and at the beginning of sentences.) | 🞏 Most words are written with lowercase letters. (Uppercase letters are reserved for names , for the word “I” and at the beginning of sentences. |