

	1 point		2 points		3 points		4 points	Score
DEVELOPMENT								
Elaboration*	The writer drew and wrote some important things about the topic.		The writer put facts in her writing to teach about her topic.		The writer used different kinds of information in his writing such as facts, definitions, details, steps, and tips.		The writer wrote facts, definitions, details, and observations about her topic and explained some of them.	
Craft*	The writer told, drew, and wrote some details about the topic.		The writer used labels and words to give facts.		The writer tried to include the words that showed she was an expert on the subject.		The writer chose expert words to teach readers a lot about the subject. He taught information in a way to interest readers. He may have used drawings, captions, or diagrams.	
								TOTAL:
LANGUAGE CONVENTIONS								
Spelling	The writer could read his writing. The writer wrote a letter for the sounds he heard. The writer used the word wall to help her spell.		The writer used all she knew about words and chunks (<i>at, op, it, etc.</i>) to help her spell. The writer spelled the word wall words right and used the word wall to help her spell other words.		The writer used what he knew about spelling patterns (<i>tion, er, ly, etc.</i>) to spell a word. The writer spelled all of the word wall words correctly and used the word wall to help him figure out how to spell other words.		The writer used what she knew about spelling patterns to help her spell and edit before she wrote her final draft. The writer got help from others to check her spelling and punctuation before she wrote her final draft.	
Punctuation	The writer wrote spaces between words. The writer used lowercase letters unless capitals were needed. The writer wrote capital letters to start every sentence.		The writer ended sentences with punctuation. The writer used a capital letter for names. The writer used commas in dates and lists.		The writer used quotation marks to show what characters said. When the writer used words such as <i>can't</i> and <i>don't</i> , she put in the apostrophe.		The writer punctuated dialogue correctly, with commas and quotation marks. The writer put punctuation at the end of every sentence while writing. The writer wrote in ways that helped readers read with expression, reading some parts quickly, some slowly, some parts in one sort of voice and others in another.	
								TOTAL:

* Elaboration and Craft are double-weighted categories: Whatever score a student would get in these categories is worth double the amount of points. For example, if a student exceeds expectations in Elaboration, then that student would receive 8 points instead of 4 points. If a student meets standards in Elaboration, then that student would receive 6 points instead of 3 points.