

Section V

Writing

Rationale

This assessment helps teachers understand specifically what individual children know about writing in order to establish instructional priorities for each child in the early stages of literacy development.

Writing provides opportunities for children to gain control of important literacy practices in the early stages. It helps children attend closely to features of letters and words and directs their attention to spatial concepts. It helps them develop the concepts of order and sequence while exploring ways to express their most important thoughts. It gives them experience in breaking down the task of producing words to their smallest segments (sounds) while at the same time synthesizing them into words, sentences, and complete messages or stories. Writing allows children to view written text from the perspective of the author. **Teachers' observations are crucial and critical factors in informing their decisions about whom and when to assess.**

Definition

Writing is the process of conveying ideas to an audience through printed language. It begins with learning to use language symbols to communicate messages that fulfill a specific purpose. It progresses into an understanding that to clearly fulfill one's writing purpose and have the desired effect upon one's audience, the writer must follow several steps in a process (planning, drafting, revising, editing, and publishing). Young writers should spend time drafting until they are sufficiently fluent with written language. It is through experience with the writing process and exposure to a variety of models, that children begin to understand and use the writer's craft.

Assessment Guidelines

General Instructions

In the prompt section you will find general prompts provided for pre- and post assessment at all grade levels. **Optional** specific grade-level prompts are included. Students should have time to plan, create a draft through drawing and/or text, as well as revise their efforts. Group discussion before writing is very important for young children. It is imperative that careful thought be given to how the prompts will be introduced and how students will be provided experiences which will help them plan their writing. Young writers use drawing to construct and plan their stories. They should have ample time to draw out their ideas in preparation for their writing.

Holistic Score

Four scoring guides for holistic assessment are provided. These guides are used to determine a holistic score between 1 (lowest) and 4 (highest). Descriptions for each level serve as guides for further writing instruction and formation of flexible groups. The student's work is scored at the level best describing that particular piece of writing.

Analytical Scoring Guide

There are four grade-level analytical guides provided to determine the levels at which each trait appears in the writing. Each trait is assessed individually. Each element has a score that ranges from 1 (lowest) to 4 (highest). This type of assessment provides information that can be used for instructional purposes. Instruction will be guided by recording a score for each element of the rubric. **Add your analytical score to the student record sheet by recording a number for each element of the rubric.** Please note the spelling score should also be recorded in the writing section on the record sheet. This score is to guide the teacher in spelling instruction.

Writer's Developmental Continuum

Writing behaviors are described in the five phases of development. Identify the writing phase that best describes the student's work. This is done through analyzing the writing and by observing the writer.

Analysis

The teacher will analyze the student's writing through the use of the analytic rubric. This information will help guide the teacher as s/he makes instructional decisions for individual children. Just as in other *MLPP 2000* assessments, it is important to consider the results of the writing assessment in light of other assessments that have been given. A child's writing sample provides a view of the integration of letter/sound information, fine motor skill development, vocabulary development, and idea/concept development, as well as organizational and communication knowledge. It is valuable for a teacher to consider the strengths of a piece of work (the level of thinking and content selected for writing) to determine how to continue supporting the literacy growth of an individual child.

Pre and/or Postwriting Prompts

Kindergarten - Third Grade

DAY 1: Prewriting and Drafting

Set up class in a circle for partner work and whole class discussion.

Encourage drawing then writing words/sentences to go with the ideas in the drawing(s). Supply students with paper and writing or artistic tools that encourage drawing and writing.

TOPIC

Something I Do Well

Discussion of the topic/brainstorming

TEACHER: **Read and discuss the following:**

Are you good at doing something?

- **Are you good at drawing, reading, cooking, using a computer, playing a game, taking care of a brother or sister, or something else?**
- **What about this do you do well?**

Have students think, then share ideas with a partner.

Briefly share ideas around the circle until students have sufficient ideas from which to draw and write. Write examples/ideas on chart paper, the blackboard, or the overhead as students generate ideas. Review/reread ideas.

Prewriting

TEACHER: **Make a drawing about what you do well.**

Write about something you do well. Do one of the following:

- **Tell about or describe what you do well.**

OR

- **Tell about a time you did something well.**

Use examples from real life. Keep in mind that your writing will be read by adults.

Give students sufficient time to write a first draft.

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Day 2: Revising and Final Copy (Optional)

Gather students together in partners. Talk about the questions below.
Instruct students to share their writing with their partners by reading aloud.
Partners should talk about the following questions:

TEACHER:

- **Do I have everything I want to tell about what I do well in my writing/drawing?**
- **Does my writing make sense?**
- **Did I write sentences to go with my picture or my web?**
- **Did I use spaces between my words?**
- **Did I try to spell words by sounding them out or finding them around the room?**
- **Did I use punctuation and capitalization?**
- **Do I have a beginning, middle, and end?**

Give students sufficient time to make any additions/changes to their writing and to make a final copy. Collect papers.

*Note: Revising may be minimal with younger students and making a final copy is unnecessary.

Pre and/or Post Writing Prompts

Kindergarten – Third Grade

DAY 1: Prewriting and Drafting

Set up class in a circle for partner work and whole class discussion.
Encourage drawing and then writing words/sentences to go with the ideas in the drawing(s).
Supply students with paper and other supplies that encourage drawing and writing.

TOPIC

A Special Place

TEACHER: In our circle, we will talk about your special place. We will make sure that everyone has a chance to talk.

- **Where or what is this place (indoors, outdoors, your bedroom, closet, tree house, a place you like to visit, etc.) ?**
- **What is it like there?**
- **What do you do there?**
- **Why is it special to you?**

Have students think and then share ideas with a partner.

Briefly share ideas around the circle until students share sufficient ideas from which to draw and write. Write examples/ideas on chart paper, blackboard, or overhead as students generate ideas. Then review/reread ideas.

Prewriting

TEACHER: Make a drawing about your ideas (story).

Write about a special place. Do one of the following:

- **Describe in detail a place that is important to you, or**
- **Tell what you like to do in your special place, or**
- **Tell why your special place is important to you, or**
- **Write about the topic in another way.**

DAY 2: Revising and Final Copy (Optional)

Gather students together in partners. Talk about the questions below.
Instruct students to share their writing with their partners by reading aloud.
Partners should talk about the following questions:

Questions for peer response/revising and polishing:

- **Do I have everything I want to tell about a special place in my writing/drawing?**
- **Does my writing make sense?**
- **Did I write sentences to go with my picture or web?**
- **Did I use spaces between my words?**
- **Did I try to spell words by sounding them out or finding them around the room?**
- **Did I use punctuation and capitalization?**
- **Do I have a beginning, middle, and end?**

Give students sufficient time to make any additions/changes to their writing and to make a final copy. Collect papers.

Note: Revising may be minimal with younger students and making a final copy is unnecessary.

Optional
Specific Grade Level Prompt
Kindergarten

DAY 1: Prewriting and Drafting

Set up class in a circle for partner work and whole class discussion. Encourage drawing and then writing words/sentences to go with the ideas in the drawing(s). Supply students with paper and other artistic tools that encourage drawing and writing.

TOPIC:

My Favorite Pet

Discussion of the topic/brainstorming

Read and discuss the following:

TEACHER: In our circle, we will talk about your favorite pet or a pet you'd like to have. We will make sure that everyone has a chance to talk.

Think about one of your pets or a pet you'd like to have.

- **What is special about your pet (friendly, tricks, special talents)? If you do not have a pet, what would you like your pet to be able to do?**

OR

- **What do you and your pet do together? (If you do not have a pet, tell about what you would like to do with a pet.)**

Have students think and then share ideas with a partner.

Briefly share ideas around the circle until students share sufficient ideas from which to draw and write. Write examples/ideas on chart paper, blackboard, or overhead as students generate ideas. Then review/reread ideas.

Prewriting

TEACHER: Make a drawing about your ideas (story).

Write about your favorite pet or a pet you'd like to have. Do one of the following:

- **Tell about how your pet or a pet you'd like to have is special.**
- OR
- **Tell what you and your pet (or a pet you'd like to have) do together.**

Use examples from real life. Keep in mind that your writing will be read by adults.

Give students sufficient time to write a first draft.

Day 2: Revising and Final Copy (Optional)

Gather students together in partners. Talk about the questions below.

Instruct students to share their writing with their partners by reading aloud. Partners talk about the following questions:

- **Do I have everything I want to tell about my favorite pet in my writing/drawing?**
- **Does my writing make sense?**
- **Did I write sentences to go with my picture or my web?**
- **Did I use spaces between my words?**
- **Did I try to spell words by sounding them out or finding them around the room?**
- **Did I use punctuation and capitalization?**
- **Do I have a beginning, middle and end?**

Give students sufficient time to make any additions/changes to their writing and to make a final copy. Collect papers.

***Note:** Revising may be minimal with younger students and making a final copy is unnecessary.

Optional
Specific Grade Level Prompt
Grade One

Day 1: Prewriting and Drafting

Set up the class in a circle for partner work and whole class discussion. Encourage drawing and then writing word/sentences to go with the ideas in the drawing(s). Supply students with paper and other art supplies that encourage drawing and writing.

TOPIC

My Favorite Toy

Discussion of the topic/brainstorming

Read and discuss the following:

TEACHER: In our circle, we will talk about your favorite toy. We will make sure that everyone has a chance to talk.

Think about your favorite toy.

- **Why is your favorite toy special to you (fun to play with, other kids like it)?**
OR
- **What do you like to do with your favorite toy?**

Have students think and then share ideas with a partner.

Briefly share ideas around the circle until students have sufficient ideas from which to draw and write. Write examples/ideas on chart paper, blackboard, or overhead as students generate ideas. Then review/reread ideas.

Prewriting

TEACHER: Make a drawing about your favorite toy.

Write about your favorite toy. Do one of the following:

- **Tell why your favorite toy is special to you.**
- OR
- **Tell what you like to do with your favorite toy.**

Use examples from real life. Keep in mind that your writing will be read by adults.

Give students sufficient time to write a first draft.

Day 2: Revising and Final Copy (Optional)

Gather students together in partners. Talk about the questions below.

Instruct students to share their writing with their partners by reading aloud. Partners talk about the following questions:

- **Do I have everything I want to tell about my favorite toy in my writing/drawing?**
- **Does my writing make sense?**
- **Did I write sentences to go with my picture or my web?**
- **Did I use spaces between my words?**
- **Did I try to spell words by sounding them out or finding them around the room?**
- **Did I use punctuation and capitalization?**
- **Do I have a beginning, middle and end?**

Give students sufficient time to make any additions/changes to their writing and to make a final copy. Collect papers.

***Note:** Revising may be minimal with younger students and making a final copy is unnecessary.

Optional
Specific Grade Level Prompt
Grade Two

Day 1: Prewriting and Drafting

Set up class in a circle for partner work and whole class discussion.

Encourage drawing and then writing words/sentences to go with the ideas in the drawing(s). Supply students with paper and other art supplies that encourage drawing and writing.

TOPIC:

A Time I Got Hurt

Discussion of the topic/brainstorming

Read and discuss the following:

TEACHER: In our circle, we will talk about a time you got hurt. We will make sure that everyone has a chance to talk.

Think about a time when you got hurt.

- **Tell about a time your feelings got hurt.**
- OR
- **Tell about a time you got hurt.**

Have student think and then share ideas with a partner.

Briefly share ideas around the circle until students have sufficient ideas from which to draw and write. Write examples/ideas on chart paper, blackboard, or overhead as students generate ideas. Then review/reread ideas.

Prewriting

TEACHER: To get ready to write, draw, or web your ideas. Write about a time you got hurt.

Do one of the following:

- **Tell about a time your feelings got hurt.**
- OR
- **Tell about a time you got hurt.**

Use examples from real life. Keep in mind that your writing will be read by adults.

Give students sufficient time to write a first draft.

Day 2: Revising and Final Copy

Gather students together in partners. Talk about the questions below.

Instructs student to share their writing with their partners by reading aloud. Partners talk about the following questions:

- **Do I have everything I want to tell about a time I got hurt in my writing/drawing?**
- **Does my writing make sense?**
- **Did I write sentences to go with my picture or my web?**
- **Did I use spaces between my words?**
- **Did I try to spell words by sounding them out or finding them around the room?**
- **Did I use punctuation and capitalization?**
- **Do I have a beginning, middle, and end?**

Give students sufficient time to make any additions/changes to their writing and to make a final copy. Collect papers.

Optional
Specific Grade Level Prompt
Grade Three

This writing prompt is formatted in a more formal manner to support student achievement in writing as measured on the fourth grade MEAP. Suggested times are offered to help prepare students to write on demand. Activities are inclusive of several of the writing process elements. Teacher observation is crucial as students learn to manage these timed tasks.

Topic

Friendship

Grouping Students

On the day before the assessment, inform students that at times they will work in groups of three and will sit close to their partners during the first two days of testing. Depending on class size, you may need to allow for one group of two or one group of four students. Use any method to group students that will result in the most productive interaction. Some teachers may prefer to assign students to groups; others may prefer to let the students select their own groups. A student may opt not to have peer partners, but this choice must be requested by the student. This option should not be announced to students and nor should it be the teacher's choice.

Day 1: Prewriting and Drafting

There are four activities on Day 1 with suggested times:

Getting started	5 minutes
Peer discussion	10 minutes
Listening and sharing responses	10 minutes
Prewriting and drafting	20 minutes
Total	45 minutes

Each task has a separate set of instructions for you to read to the students.

Getting Started

As students enter the classroom, remind them to sit near their partners. (See Grouping Students above.) When all students are seated and everyone has a pen or pencil and paper (or a test booklet, if applicable), proceed as follows:

TEACHER: This class is going to take a test to see how well you can write a paper. We will take the paper through a writing process over the course of three days. The process includes prewriting, or gathering ideas; drafting, or writing a paper the first time through; and revising and proofreading. It is important that you do your best.

Everyone will be working on the same part of the task during the same period of time. You will have a time limit and, for the most part, you will be working by yourself.

Please clear your desks of everything except your pens or pencils. You may use a dictionary, a thesaurus, a spelling book, and/or grammar book.

TEACHER: We are now ready to begin. Please give me your attention. Please write your identification number (or name) on the top of your paper.

You will be thinking and writing about the topic of friendship.

On your prompt you will notice there are questions printed that have to do with this topic. I will read the questions from the prompt aloud as you read along silently.

DIRECTIONS: Talk about these questions with your group, making sure everyone gets to speak.

Think about friendship.

- Think about your friends.
- What is a good friend?
- How do you make friends?
- What do you do to be a good friend?
- Why is it important to have friends?

TEACHER: In a moment I will ask you and your partners to briefly talk about how you might answer these questions.

PEER DISCUSSION

TEACHER: As you have a discussion with your partners, go through the questions in any order. Make sure everyone gets to speak. You may wish to spend more time on the questions that most interest you. You will have 10 minutes to discuss them with your partners. Please begin.

LISTENING AND SHARING RESPONSES

After approximately ten minutes,

TEACHER: I need your attention. Now that you have had some time to discuss these questions, I would like you to share some of your ideas with the rest of the class. What were some of your ideas?

Go around the room, asking for volunteers to share ideas that came up in small groups. Time this activity so that most of the questions are covered within ten minutes. However tempting, do not add any of your own responses. Do not write students' responses on the board; this is simply an opportunity for them to hear each other's ideas. Students may take notes in their own booklets if they wish.

After approximately ten minutes,

TEACHER: You had a chance to share some ideas about this topic. Next you will do some writing about the ideas we have just been discussing.

THEN SAY: As I read "Writing about the Topic" aloud, please follow along silently.

WRITING ABOUT THE TOPIC:

Write about friendship

You might, for example, do one of the following:

- **Tell what you do to be a good friend, or**
- **Think of one of your friends. Explain what that person does to be a good friend, or**
- **Tell about a time when you made a new friend, or**
- **Describe how friendship makes your life better, or**
- **Write about friendship in another way.**

TEACHER: You may use examples from real life, from what you read or watch, or from your imagination. Your writing will be read by interested adults.

THEN SAY: Before you begin to write your paper the first time through, you may want to list, cluster, outline, web, or free write. When you are ready, you may begin your draft. You may write in either pencil or pen. You may write in cursive, or you may print. There will be no talking allowed during this part of the test. You will have the next 20 minutes to get your ideas down on paper. Please work on your own during this time. Do not disturb other students. Later you will be sharing your work with your partners.

After 15 minutes have passed,

TEACHER: You have five more minutes left to write today.

After approximately five more minutes (20 minutes total) have passed,

TEACHER: Stop, please. Put your pen or pencil down and look up. We will continue with your writing later. I will now collect your papers (booklets).

When you come in tomorrow, please sit near the partners you worked with today.

Collect the papers from each student individually.

Day 2: Drafting and Revising

There are three activities on Day 2. The approximate times are indicated for each section.

Listening and sharing responses	10 minutes
Review of writing	3 minutes
Drafting and revising	25 minutes
Peer response	17 minutes
TOTAL	45 minutes

On Day 2, students will continue working on their rough drafts. Students will have three minutes to look over their work from the day before, 25 minutes for drafting and revising, and 17 minutes for peer response.

TEACHER: Please take a seat close to the partners you worked with yesterday. Does everyone have a pen or pencil?

When all students have been seated and everyone has a pen or pencil,

TEACHER: We are now ready to begin. Please give me your attention.

THEN SAY: Today you will continue writing about the same topic you worked on yesterday.

REVIEW OF WRITING

Distribute papers to each student individually.

TEACHER: We will begin by looking at “Writing about the Topic” again. I’ll read it aloud, and you can follow along in your prompts.

Read the “Writing About the Topic” from page 90 ? aloud slowly and clearly from this document.

TEACHER: Take some time to reread your work from yesterday.

DRAFTING AND REVISING

Wait three minutes.

THEN SAY: Today you are going to continue the writing you have already started. Focus on what the assignment is asking you to do. Then use your time to write and begin revising a draft of your paper. You will have the next 25 minutes to work on your paper. Use as many pages as you need to write as complete a response to the topic as you can. Make your writing as full and interesting as possible, and remember to include specific details, examples, and descriptions or explanations. As you continue to work on your draft, you may use as much or as little of your rewriting as you think will help you. Later you will be sharing your work with your partners again. You can begin writing now.

After about 20 minutes have passed,

TEACHER: You have five minutes left to write.

After five more minutes (25 minutes total) have passed,

TEACHER: Stop, please. Put your pen or pencil down and look up.

PEER RESPONSE

When students are ready,

TEACHER: You and your partners will each take a turn reading your writing aloud. Listen carefully when your partners are reading so you can help them with their writing. Make sure each person has an equal chance to get help with his/her writing.

After you read, work with your partners to answer the questions on the board (or on the sheet I've given you), and any other questions that you may have about each other's writing. Make sure everyone receives comments about his or her writing. I will read the questions aloud:

- Is my writing easy to understand?
- Does my writing sound good?
- Is my writing interesting?
- Is there anything you would like to know more about in this piece of writing?
- What do you want to know?
- Is there anything I should take out?
- What could I do to make my writing better?

You will have 17 minutes for this activity.

During this time, students may write on their own papers, but check to see that students are not writing on other students' papers. Teachers are not to edit or make suggestions about students' work.

After 12 minutes,

TEACHER: You have five minutes left.

After five more minutes (17 minutes total) have passed,

TEACHER: Stop, please. We will continue later with revising and proofreading your papers. I will now collect your papers (booklets).

Collect the papers from each student individually.

Day 3: Revising and Proofreading

There are two activities on Day 3. The approximate times are indicated for each section.

Considering spelling	5 minutes
Final revision and proofreading	40 minutes
TOTAL	45 minutes

Students will be asked to return to the drafts they have written and spend some time using checklists to help revise and polish their work. Students will continue to work on their drafts and then copy their final drafts on clean paper. Students will NOT be working with partners on this day.

When all students have been seated, distribute to individual student original papers and new paper for final drafts.

TEACHER: We are now ready to begin. Please give me your attention. Does everyone have his or her own paper (booklet)? Does everyone have a pen or pencil?

Today you'll work alone to revise and proofread your paper. You may use a dictionary, a thesaurus, a spelling book, and/or a grammar book during this time.

CONSIDERING CHECKLISTS

TEACHER: Today you will be doing three things: revising your paper (which means to rethink your ideas) keeping in mind what your partners may have said yesterday; polishing your paper (which means to edit and proofread); and recopying your paper as neatly as possible.

Use the checklist on the board (or that I have given you) as you revise and proofread the piece you have written. Any writing you want scored should be on your final draft paper.

Checklist for Revision:

- **Do I have a clear central idea that connects to the topic?**
- **Do I stay focused on my central idea?**
- **Do I support my central idea with important details/examples?**
- **Do I need to take out details/examples that DO NOT support my central idea?**
- **Is my writing organized and complete with a clear beginning, middle, and end?**
- **Do I use a variety of interesting words, phrases, and/or sentences?**

Checklist for Polishing:

- **Have I checked and corrected my spelling to help readers understand my writing?**
- **Have I checked and corrected my punctuation and capitalization to help readers understand my writing?**

THEN SAY: Reread your writing. Then think about these questions as you work on your own to revise and polish your writing from Days 1 and 2. Be sure to plan enough time to copy your paper. Use as many pages as you need to write as complete a response to the topic as you can. Only the writing in your final draft will be scored, so you must have your entire paper copied into this document by the end of the next 40 minutes. You may cross out any errors you make. Neatness doesn't count. You may now begin.

After approximately 15 minutes have passed,

TEACHER: You have 35 minutes left to work. If you haven't already started copying over your final paper, you'll want to start that now.

After approximately 20 more minutes have passed,

TEACHER: You have five minutes left to work.

After five more minutes (40 minutes total) have passed,

TEACHER: Stop, please. Finish the sentence you are now writing. Put your pen or pencil down and look up. I will now collect your papers.

(Adapted from MDE MEAP format)

Spelling

Rationale

Spelling helps students gain precision in their writing and communicate effectively with others. Greater skill development increases flexibility and maximizes control of written language.

This assessment helps teachers understand specifically what individual children know about spelling in order to establish instructional priorities for each child in the early stages of literacy development. **Teachers' observations are crucial and critical factors to informing their decisions about whom and when to assess.**

Teachers with an understanding of the development of spelling and phonological encoding can more accurately assess development, plan instruction, and structure classroom experiences. Writing can be analyzed to determine the developmental level of the writer's spelling ability. There are five categories of spelling development: preliminary, semi-phonetic, phonetic, transitional, and independent. It is important to identify the stage at which each student has developed his/her spelling. This information will guide instructional practice and classroom activities to ensure that all students continue to progress.

Definition

Spelling is the process of representing spoken language by letters and diacritics governed by rules and exceptions.

Assessment Guidelines

Use the writing sample from the writing prompt to initially determine the level of spelling knowledge and identify the stage of development.

Analysis

Analyze the writing for spelling knowledge. Use the spelling stage descriptions and find the stage that best explains the spelling development found in the writing sample. By assessing other pieces of the student's writing, the stage of development can be confirmed or adjusted.

Spelling Developmental Stages

Independent Spelling

Appropriately uses the many patterns and rules that are characteristic of the English spelling system. Includes a large bank of known words that are automatically recalled and considers alternative spellings. Independent spelling means students can spell words defying rules and/or which rely on context (e.g., there/their). Personal constructions are used for unfamiliar words. Evidence of visual scanning is present.

Transitional Spelling

Uses letters to represent all vowel and consonant sounds in a word, placing vowels in every syllable. Begins to use visual strategies such as knowledge of common letter patterns and critical features of words. Incorporates correct spellings of word, but in the wrong form (there/their). Willingly takes risks in writing; not limited by adherence to known words. High frequency words are spelled correctly.

Phonetic Spelling

Chooses letters on the basis of sound without regard for conventional spelling patterns. Represents all substantial sounds in a word. Some evidence of vowel markers. Develops particular spellings for certain sounds often using self-formulated rules rather than generalizing rules of patterns. Is willing to take risks. Some common high frequency words spelled correctly.

Semi-phonetic Spelling

Uses left to right letter sequence with a mixture of upper and lower case letters. Represents the sounds which are most obvious. Represents whole words with one, two, or three letters. Mainly uses consonants. Is confident to experiment with words. Uses evidence of spacing between words.

Preliminary Spelling

Is aware that print carries a message. Uses writing-like symbols to represent written language. Uses known letters or approximations of letters to represent written language. Assigns a message to own symbols. Mainly uses letter strings.

The stages of spelling development are modifications of the *Spelling First Steps* developed by Education Department of Western Australia, Longman Australia Pty Limited, Melbourne, Australia 1994.

Kindergarten Holistic Writing Rubric

- 4 Sticks to the topic and shows development of the topic with text enhancing drawing (appropriate details or examples); for example, e.g., prior knowledge/experience; and two or more sentences. Shows a logical sequence from beginning to end. Is interesting to the reader. May take risks with interesting words and a variety of sentence structure. Uses humor, descriptive detail, and words available in the room. Consistently demonstrates knowledge of sound/letter correspondence and accuracy in punctuation and capitalization. Uses spacing between words, accurate letter formation, and left-to-right sweep contribute to ease of reading. Surface feature errors do not interfere with understanding.
- 3 Writing/drawing is on topic and shows development. The text matches the picture relative to details/examples. There is an attempt at a logical sequence from beginning to end. The drawing holds the reader's attention. The writing demonstrates some knowledge of sound/letter correspondence and shows some attention to punctuation and capitalization. Surface feature errors do not interfere with understanding.
- 2 Writing/drawing is generally on the topic. Details/examples may be limited. There is an attempt at sequence and/or development of ideas. Sentences and vocabulary are limited. Surface feature errors may make understanding difficult. Initial consonants are used for most words.
- 1 Writing/drawing shows little or no development of the topic. The writing shows little direction. Written vocabulary is limited; e.g., one or two words, not a complete sentence. Writing shows little or no use of writing conventions or sound/letter correspondence.

Student's Name _____ Date _____

KINDERGARTEN ANALYTIC RUBRIC

Qualities of Writing	Level 4	Level 3	Level 2	Level 1
Content and Ideas	<p>Writing sticks to topic with:</p> <ul style="list-style-type: none"> • text enhancing drawing • appropriate details/examples; e.g., prior knowledge/experience • two or more sentences 	<p>Writing/drawing is on topic and shows development of topic with details/examples.</p>	<p>Writing/drawing is generally on topic. Details/examples may be limited.</p>	<p>Writing/drawing shows little or no development of topic.</p>
Organization	<p>There is a logical sequence from beginning to end.</p>	<p>There is an attempt at a logical sequence from beginning to end.</p>	<p>There is an attempt at sequence and/or development of ideas.</p>	<p>The writing shows little direction.</p>
Style/Voice	<p>The writing interests the reader; for example</p> <ul style="list-style-type: none"> • risking with interesting words and a variety of sentence structure, • using humor and descriptive detail, • appropriately using words available in the room 	<p>The drawing/writing holds the reader's attention.</p>	<p>Sentences and vocabulary are limited.</p>	<p>Written vocabulary is limited; e.g., one or two words, not a complete sentence.</p>
Conventions	<p>The writing consistently demonstrates knowledge of sound/letter correspondence and accuracy in punctuation and capitalization. Spacing between words, accurate letter formation, and left-to-right sweep contribute to ease of reading. Surface feature errors do not interfere with understanding.</p>	<p>The writing demonstrates some knowledge of sound/letter correspondence and shows some attention to punctuation and capitalization. Surface errors do not interfere with understanding.</p>	<p>Surface feature errors make understanding difficult. There are at least initial consonants for most words.</p>	<p>Writing shows little or no use of writing conventions or sound/letter correspondence.</p>

To be used second semester of kindergarten and first semester of first grade

First Grade Holistic Writing Rubric

- 4 Sticks to the topic and shows development of the topic with text-enhancing drawing; appropriate details/examples; e.g., prior knowledge or experience. Developed a beginning, middle, end and particularly effective lead or ending. Uses interesting words and variety in sentence structure. Appropriately uses humor, descriptive detail, and words available around the room. Consistently demonstrates knowledge of sound/letter correspondence and accuracy in punctuation and capitalization. Provides spacing between words, accurate letter formation, and left-to-right sweep which contributes to ease of reading. Surface feature errors do not interfere with understanding.
- 3 On topic and shows development. The text matches the picture through details/examples. Attempts to develop the topic with beginning, middle, and end. Holds the reader's attention. Demonstrates some knowledge of sound/letter correspondence and shows some attention to punctuation and capitalization. Surface feature errors do not interfere with understanding.
- 2 Generally on topic. Details/examples are limited. Attempts sequence and/or development of ideas. Sentences and vocabulary are limited or incomplete. Surface feature errors make understanding difficult.
- 1 Shows little or no development of the topic. Shows little direction. Vocabulary is limited. Uses no writing conventions or sound/letter correspondence.

Student's Name _____ Date _____

FIRST GRADE ANALYTIC RUBRIC

Qualities of Writing	Level 4	Level 3	Level 2	Level 1
Content and Ideas	<p>Writing sticks to topic and shows development of topic with:</p> <ul style="list-style-type: none"> • text-enhancing drawing • appropriate details/examples; e.g., prior knowledge/experience. 	<p>Writing is on topic and shows development of topic with:</p> <ul style="list-style-type: none"> • text matching picture • details/examples. 	<p>Writing is generally on topic. Details/examples may be limited.</p>	<p>Writing shows little or no development of topic.</p>
Organization	<p>There is a beginning, middle, and end. Lead and/or ending may be particularly effective.</p>	<p>There is an attempt at development of the topic with beginning, middle, and end.</p>	<p>There is an attempt at sequence and/or development of ideas.</p>	<p>The writing shows little direction.</p>
Style/Voice	<p>The writing interests the reader through:</p> <ul style="list-style-type: none"> • taking risks with interesting words and a variety of sentence structure • using humor and descriptive detail • appropriately using words available in the room. 	<p>The writing holds the reader's attention.</p>	<p>Sentences and vocabulary may be limited or incomplete.</p>	<p>Written vocabulary is limited.</p>
Conventions	<p>The writing consistently demonstrates knowledge of sound/letter correspondence and accuracy in punctuation and capitalization. Spacing between words, accurate letter formation, and left-to-right sweep contribute to ease of reading. Surface feature errors do not interfere with understanding.</p>	<p>The writing demonstrates some knowledge of sound/letter correspondence and punctuation and capitalization. Surface errors do not interfere with understanding.</p>	<p>Surface feature errors may make understanding difficult.</p>	<p>Writing shows little or no use of writing conventions or sound/letter correspondence.</p>

To be used second semester of First Grade and first semester of Second Grade.
 Atherton Community Schools/Barbara Reed Nelson, GISD, 1999

Second Grade Holistic Writing Rubric

- 4 On topic with details/examples that are age and topic appropriate. Has a clear beginning, middle, and end. Creates emotion in the reader through effective word choice and varied sentence structure. Generally shows accuracy in punctuation and capitalization. Demonstrates knowledge of sound/letter correspondence and spelling rules; errors do not interfere with understanding.
- 3 On topic and shows development of topic with some details/examples. Attempts beginning, middle, and end. Holds the reader's attention with attempts at descriptive word and varied sentence structure. Shows attention to conventional spelling, capitalization and punctuation. Surface feature errors do not interfere with understanding.
- 2 Topic is stated but developed with unrelated details or examples; focus wanders. Attempts sequence or development of thoughts. Does not include a beginning, middle, and/or end. Sentences are simple or incomplete, with limited vocabulary. Surface feature errors make understanding difficult. Writing relies heavily on phonetic spelling.
- 1 Shows little or no development of the topic or may be limited in length. Attempts to get words and/or sentences on paper. Written vocabulary is limited; sentences are incomplete or simple. Shows little or no use of writing conventions. Surface errors make understanding difficult.

Student's Name _____ Date _____

SECOND GRADE ANALYTIC WRITING RUBRIC

Qualities of Writing	Level 4	Level 3	Level 2	Level 1
Content and Ideas	Writing is on topic with details/examples that are age and topic appropriate.	Writing is on topic and shows development of topic with some details/examples.	Topic is stated and developed with unrelated details or examples; focus wanders.	Writing shows little or no development of topic or may be limited in length.
Organization	The writing has a clear beginning, middle, and end.	Topic is developed through an attempt at beginning, middle, and end.	There is an attempt at sequence or development of thoughts. Writing does not include a beginning, middle, and/or end.	There is an attempt to get words and/or sentences on paper.
Style/Voice	The writing creates emotion in the reader through effective word choice and varied sentence structure.	The writing holds the reader's attention with attempts at using descriptive words and varied sentence structure.	Sentences may be simple or incomplete with limited vocabulary.	Written vocabulary is limited; sentences are incomplete or simple.
Conventions	Writing generally shows accuracy in punctuation and capitalization. Writing also demonstrates knowledge of sound/letter correspondence and spelling rules; errors do not interfere with understanding.	The writing shows attention to conventional spelling, capitalization, and punctuation. There may be surface feature errors, but they don't interfere with understanding.	Surface feature errors may make understanding difficult. Writing relies heavily on phonetic spelling.	Writing shows little or no use of writing conventions. Surface feature errors make understanding difficult.

Third Grade Holistic Writing Rubric

- 4 Clearly focused on a topic. Supported with appropriate details and/or examples. Shows a clear beginning, middle, and end. Ideas are separated into paragraphs. Author's voice/personality engages the reader and/or evokes emotion through effective word choice and varied sentence structure. Sentences are complete, and surface feature errors (spelling, capitalization, grammar, and punctuation) are minimal.
- 3 Focused on a topic and includes details/examples. Shows an attempt to organize using a beginning, middle, and end. Ideas are separated into paragraphs. Author's voice/personality is evident through the use of descriptive words, as well as, varied sentence structure. Sentences are complete, and surface feature errors (spelling, capitalization, grammar, and punctuation) do not interfere with understanding.
- 2 Presents undeveloped topic. Focus wanders. Attempts organization of ideas, but lacks connections. Shows limited vocabulary and/or simple sentence structure. Sentences are incomplete, and surface feature errors (spelling capitalization, grammar, and punctuation) make understanding difficult.
- 1 Lacks focus or limited by length. Shows little direction or organization. Limited vocabulary and simple sentences. Minimal control of surface features (spelling, capitalization, grammar, and punctuation) makes understanding difficult.

Student's Name _____ Date _____

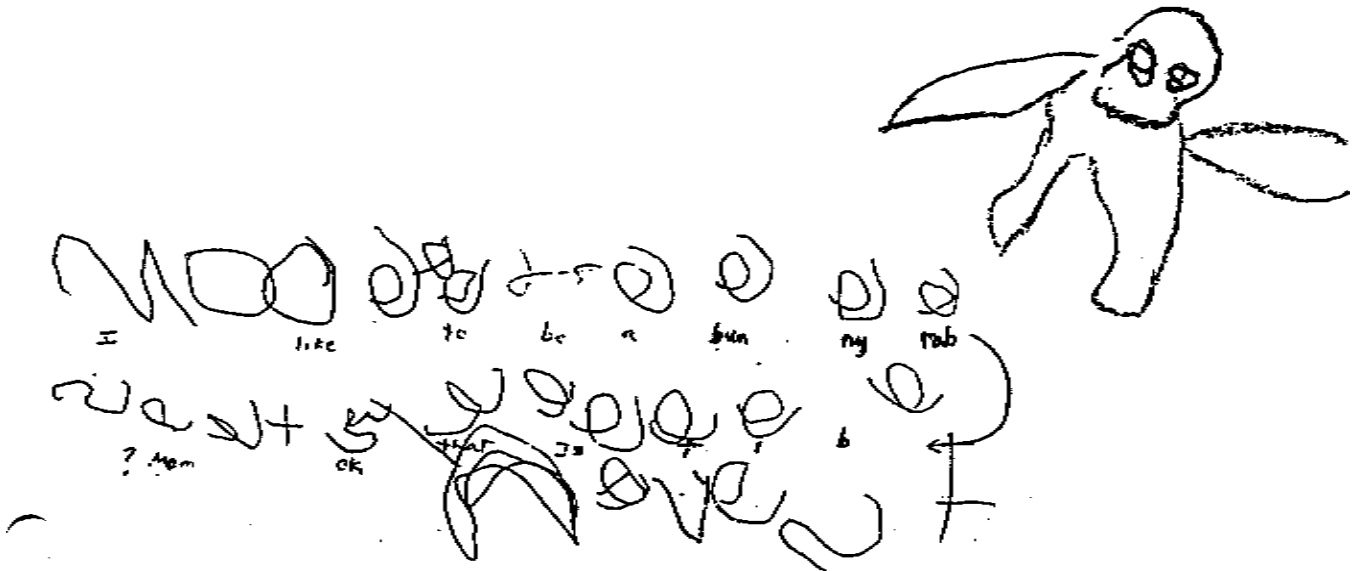
THIRD GRADE ANALYTIC WRITING RUBRIC

Qualities of Writing	Level 4	Level 3	Level 2	Level 1
Content and Ideas	Writing is clearly focused on a topic and supported with appropriate details and/or examples.	The writing is focused on a topic and includes details/examples.	Topic is presented but not developed; focus may wander.	Writing shows minimal focus on topic or is limited in length.
Organization	The writing shows a clear beginning, middle, and end with ideas separated into paragraphs.	The writing shows an attempt to organize using beginning, middle, and end; the ideas may be separated into paragraphs.	There is an attempt to organize ideas, but writing may lack connections.	The writing shows little direction or organization.
Style/Voice	Author's voice/personality engages the reader and/or evokes emotion through effective word choice and varied sentence structure.	Authors voice/personality is evident through the use of descriptive words, as well as, varied sentence structure.	The writing may show limited vocabulary and/or simple sentence structure.	Vocabulary is limited, and sentences are simple.
Conventions	Sentences are complete, and surface feature errors (spelling, capitalization, grammar, and punctuation) are minimal.	Sentences are complete, and surface feature errors (spelling, capitalization, grammar, and punctuation) don't interfere with understanding.	Sentences may be incomplete and surface feature errors (spelling, capitalization, grammar, and punctuation) may make understanding difficult.	Minimal control of surface feature errors (spelling, capitalization, grammar, and punctuation) makes understanding difficult.

Writing Continuum Sample

Phase 1: Pre Emergent

In this phase children are experimenting with marks on paper to make connections between spoken and written language. They scribble and make marks on paper as they attempt to copy adult writing and communicate a message through their scribbles.



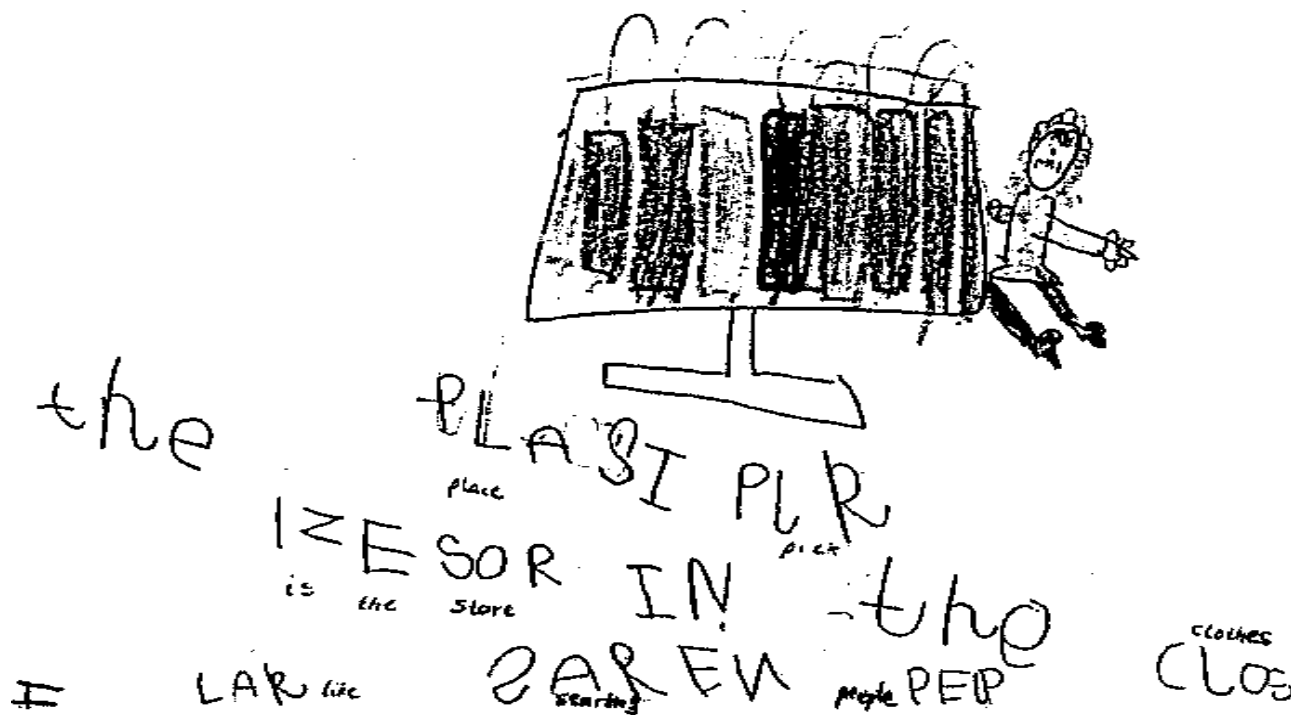
Students were asked to draw and write about Halloween.

The writer:

- makes random or scribble marks on paper.
- scribbles in lines, sometimes with breaks in the scribbles.
- draws symbols consisting of straight and curved lines that look like letters.
- mixes letters, numbers, and invented letters together.
- experiments with letters often reversing or making mirror images.
- copies forms of some types of writing such as letters and lists; fills in forms like bank slips and order forms with neat scribbles.
- mixes up capital and lower case letters; usually prefers to use capital letters.
- copies print s/he sees around her/him.
- shows beginning awareness that writing progresses from left to right and top to bottom.
- role-plays writing messages for reason; e.g., phone messages, and shopping lists.
- recognizes own name in print and tries to write it.
- repeatedly uses first letter and other letters from his/her name or other well-known sources when writing.
- sometimes thinks her/his writing can be read by others.
- creates a picture which relates to the topic.

Phase 2: Emergent Writing

In this phase children know speech can be written down and that print represents the spoken word. They understand that writing progresses from left to right and top to bottom. They experiment with writing letters and words.



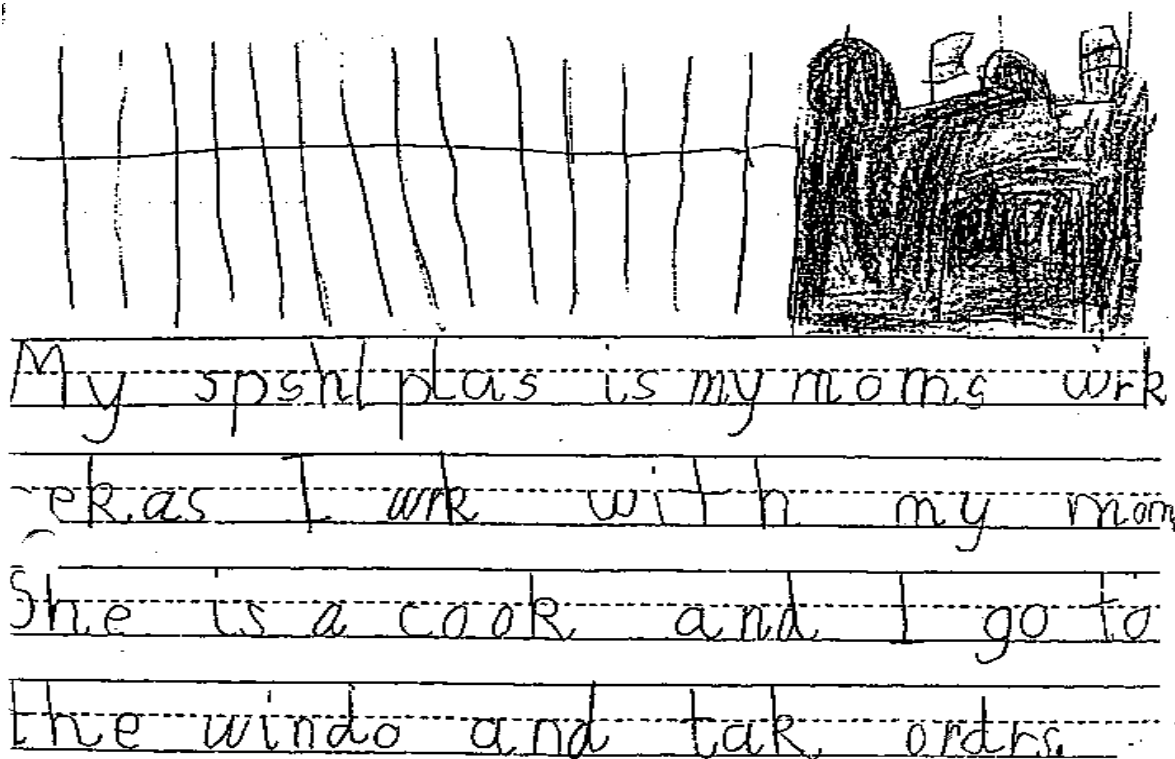
Students were asked to draw and write about a special place.

The writer:

- tries to read back his/her own writing.
- knows that the written message stays the same, but does not always “read it” the same way.
- voices thoughts while writing.
- mixes up capitals and lower case letters.
- can tell the difference between numbers and letters.
- “writes” from left to right and top to bottom on a page.
- starts to leave spaces between “words.”
- shows that one letter or letter cluster represents one word.
- repeats familiar words when writing.
- uses a mix of conventional and invented spelling.
- starts to notice features like periods and commas and uses them throughout his/her writing.
- dictates slowly when an adult is writing for him/her.
- attempts different forms of writing e.g., letters, lists, phone messages, stories, and greeting cards.
- creates detailed pictures relating to topics.
- demonstrates knowledge of letter/sound correspondence.

Phase 3: Developing

In this phase children write about things that are special to them. They are beginning to write for other people (teacher or parents). They know what they want to write and struggle to put it on paper. If they are concentrating on one thing, they often lose control over another; for example, if they concentrate on neat printing or on spelling, they may “lose” what they want to say.



Students were asked to draw and write about a special place.

The writer:

- uses a small range of familiar forms of writing e.g., letters, stories, recipes, and lists.
- often writes about personal events; e.g., holidays, pets, or something that has happened.
- writes in sentences.
- uses words such as “and then” often in his/her writing.
- includes a beginning, middle, and end.
- may begin to make simple corrections. The writer may be overwhelmed if asked to correct writing of which s/he is very proud.
- attempts to use some punctuation such as periods, capitals, and question marks.
- sometimes writes on the same topic or uses the same sentence beginnings again and again.
- talks with others to plan and revise own writing.
- provides some detail and description in writing.
- uses accurate spelling of high frequency words.

Phase 4: Fluent Writing

In this phase writers know most of the basic elements of the writing process. They are able to choose different types of writing to suit different purposes. When they are focusing on learning a new skill they often appear to regress in other areas.

My Special Spot

My special spot is across the pond, and on a fallen down tree. We call it our fort. There is roots sticking up like a big chair. When you climb up the tree, at the very top it is like a look out. Also you can sit down and let your feet dangle.

There is a ravine across from it. If you cross over you will be in a huge meadow! Jessica and I would climb all over, and look for new exciting places. We pretend people are coming and are going to try and take over the place, because it is so beautiful! But they can't! We have sword fights with the cattails. The ice is close by so we can slide around.

It is very fun. I like our special spot!

Students were asked to draw and write about a special place.

The writer:

- uses different forms of writing to suit different purposes; e.g., an explanation in social studies, an experiment in science, and a procedure in math.
- plans before starting to write.
- considers the needs of the reader and includes essential background information.
- starts to use heading and subheadings to organize with their writing.
- can use information from reading in her/his writing; (e.g., takes notes from an encyclopedia for a project.)
- groups sentences which contain related information into paragraphs.
- links ideas together to form a logical piece of writing.
- includes sentences that vary in length, organization, and complexity.
- selects vocabulary appropriate to specific curriculum areas.
- proofreads and edits her/his own work reasonably well.
- enjoys having fun with language, (e.g., puns and names.)
- begins to adjust vocabulary according to the audience, (e.g., when writing a story for young children, s/he will include a less complex vocabulary than in writing a story for adults.)

Phase 5: Proficient Writing

In this phase writers have developed a personal style of writing and can adapt different forms of text to suit different purposes and audiences. They have control over spelling and punctuation and select appropriate words from a wide vocabulary.

A Clean Soul

To me the shower is much more than a place to bathe regularly. It has a special effect on my brain. The water pelting down on my head activates the pile of mush into a thinking machine. In the shower I feel revitalized and clean deep down. That's why it's so special to me.

My shower is always warm and feels comfortable. It is small, which gives it a cozy effect, like a quaint cottage. The fragrance of my shampoo is in the air, giving it the quality of a fresh picked bouquet. The soft sprinkle of water reminds me of a rainy spring day with fresh foliage growing underneath. The overall effect is a desirable sensation.

When I am standing or moving I think about my thoughts exceedingly well. This is a reason the shower helps me think about problems or concerns in my life. This makes it a decidedly easy place to think; it retains an aura of originality, sparked from cleanliness.

Being in the shower is also a time to be myself, with no interruptions. If I'm in my room or the living room, my mother often will interrupt my activities by giving me a chore, or the phone might ring. When I am in the shower I endure no interruptions and have time to myself. This is important in a large family. It's a haven to just get away from it all and relax.

The shower was a novel idea which I am greatly appreciative of, and revitalized by. It calms me and adds a briskness to a daily routine. The shower is a unique and private place for me to relax in and be myself.

Students were asked to draw and write about a special place.

The writer:

- demonstrates success in writing a wide range of different types of writing (essay, narrative, persuasion, technical writing, etc.).
- sustains coherence and cohesion throughout writing.
- demonstrates the ability to view writing from a reader's perspective (sense of audience).
- consciously varies writing to suit audience needs.
- uses a wide range of words that clearly and precisely convey meaning in a particular piece of writing.
- uses a variety of simple, compound, and complex sentences appropriate to text form.
- edits own writing independently, during and after composing.
- selects and makes appropriate use of writing conventions; (e.g., punctuation, grammar, organization, presentation, and layout.)
- is beginning to convey mood, atmosphere, and shades of meaning.
- takes notes, selects and synthesizes relevant information, and uses plans when writing.

Revisions For Young Writers

Writers at every level - from beginning to professionals - need to revise their drafts to bring them to publication quality. Developing writers revise primarily to clarify and add more information. Fluent writers streamline their writing and remove clutter.

Note: Revision is always easier if the writer has selected his/her own topic and has written from personal experience. The writer has personal knowledge about the subject and can find incongruities and inaccuracies.

Kinds of Revisions

Additions

Additions might be:

- more coloring in picture writing
- more elements to picture writing
- more letters per word
- more words per sentence
- more sentences
- more action in picture writing
- more expression of feelings
- concrete examples
- cause and effect
- explanation
- specific nouns
- proper nouns
- descriptive words: verbs, adverbs, and adjectives
- sound effects
- literary devices

Substitutions

Substitutions are more difficult for young writers than additions.

Substitutions may be:

- synonyms
- phrases
- verb tenses
- sentences
- point of view

Deletion

Deletion is more difficult than substitution. All writers cherish what they write.

Deletions might be:

- repeated words
- extra words
- dialogue that does not advance the plot

Reorganization

Organization is a high-level thinking skill. It requires an ability to put events in sequence, arrange objects or symbols in order, sort information, make comparisons, group like things together, and manage space.

Reorganization requires writers to see the inaccuracies in their organization and then do something about them. *It is the most difficult revision skill of all for young writers.*

Reorganization might be:

- moving words
- moving sentences
- changing order of paragraphs
- changing beginnings or endings
- changing the point of view