RUSSELLVILLE INDEPENDENT SCHOOLS

DISTRICT WRITING PLAN
2023-24

2023-2024 Writing Committee
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Kentucky Department of Education
Writing Program Guidelines

CRITERIA FOR THE WRITING PROGRAM

In order to provide **multiple opportunities for students to develop complex communication skills for a variety of purposes and use a variety of language resources**, schools and districts should ensure curriculum is vertically and horizontally aligned to the *Kentucky Academic Standards (KAS) for Reading and Writing,* intentionally schedule time during the instructional day for writing and make sure students have access to a variety of language resources and technology to support writing.

Alignment to the *KAS for Reading and Writing*

Ensure curriculum is vertically and horizontally aligned to the *Kentucky Academic Standards (KAS) for Reading and Writing* using High-Quality Instructional Resources (HQIRs). This alignment allows the teacher to:

- Engage students in the three modes of writing: writing to learn, writing to demonstrate learning to the teacher and writing for publication.

- Incorporate a variety of genres including literary, opinion(elementary)/argumentative(secondary), informational and practical/workplace materials across content areas.

- Create literacy-rich environments built upon the Interdisciplinary Literacy Practices (ILPs) outlined in the *KAS for Reading and Writing*.

- Ensure that student writing is in response to or connected to texts, keeping in mind that ILP 1 defines text as "anything that communicates a message."

- Deliver explicit language instruction to support reading and writing skills.

- Ensure that all writing first with the Kentucky Board of Education's vision for students to be equipped with the academic, cognitive, metacognitive, technical and employability skills required for postsecondary success, as well as the capacity to positively contribute to the world around him or her.

Dedicated Instructional Time

Intentionally schedule time within the instructional day for writing instruction and experiences connected to text. This will allow students to experience:

- Writing as a common practice within the content studied in all curriculum areas ○ Authentic, meaningful writing at all grade levels that includes:

  ▪ Writing for a variety of purposes:

     • Opinion (elementary)/argumentative (secondary) to support claims

- Informative/explanatory texts

- Narrative to develop real or imagined experiences or events

- Writing for a variety of audiences.

- Experiences that reveal ownership and independent thinking.

- Writing in which students draw on their own experiences, learning, reading and inquiry to complete writing tasks.

- Explicit instruction of research skills, including inquiry, investigation, gathering information, organization and publication.
  o The writing process at all grade levels: planning, drafting, revising, editing, publishing and reflecting upon writing.
  o Consistent and timely feedback throughout the writing process to guide and improve writing skills.
  o Writing in both on-demand and writing-over-time situations.
  o Opportunities to apply appropriate writing skills to oral communication.
  o Opportunities to demonstrate, through strands of literacy, an understanding of cultural differences and work effectively with people from a range of social and cultural backgrounds to build on and articulate ideas. Allow student choice and exploration.

For more information as well as instructional tools related to standards-aligned writing instruction, refer to Composition in the Classroom and Writing Across Disciplines.

Use of appropriate language resources

A variety of language resources are embedded within writing instruction that allow students to read and analyze a variety of print and non-print materials including:

- Appropriate resources driven by various instructional purposes with different authentic audiences for the to consider such as:
  o Print materials, digital platforms, personal interviews, observations, etc.
  o Multimodal text e.g., artwork (2D and 3D), photographs, electronic text, graphics, illustrations, web images, maps, multimedia, etc.

- Instructional strategies and models that assist in achieving specific learning objectives including:
  o Differentiated strategies that make instruction accessible to all students.
  o Exemplars to use as models for writing.

Technology

A variety of technological tools are used in the writing process that allow students to
- Evaluate or communicate using critical thinking skills.
- Seek a new or deeper understanding based on inquiry around a topic.
- Demonstrate new understanding through collaborating, creating and making global connections.

Grade Level Expectations:

<u>Kindergarten</u>

- Opinion Piece
    - KAS C.K.1
    - <u>Combination</u> of drawing, dictating and writing
- Informative/Explanatory Piece
    - KAS C.K.2
    - <u>Combination</u> of drawing, dictating and writing
- Narrative Piece
    - KAS C.K.3
    - <u>Combination</u> of drawing, dictating and writing
- Digital resources to create and publish at least <u>one</u> piece
    - KAS C.K.4
- Conduct shared research projects
    - KAS C.K.5
    - Can be embedded in development of writing
    - Can be as short as one reading block
- Collect information from experiences
    - KAS C.K.6
- Handwriting
    - KAS HW K.1
    - Print upper and lowercase letters and numerals

First Grade

- Opinion Piece
    - KAS C.1.1
    - Combination of drawing, dictating and writing
- Informative/Explanatory Piece
    - KAS C.1.2
    - Combination of drawing, dictating and writing
- Narrative Piece
    - KAS C.1.3
    - Combination of drawing, dictating and writing
- Digital resources to create and publish at least one piece
    - KAS C.1.4
- Conduct shared research projects
    - KAS C.1.5
    - Can be embedded in development of writing
    - Can be as short as one reading block
- Collect information from experiences
    - KAS C.1.6
- Handwriting
    - KAS HW 1.1
    - Print upper and lowercase letters and numerals

<u>Second Grade</u>

- Opinion Piece
    - KAS C.2.1
- Informative/Explanatory Piece
    - KAS C.2.2
- Narrative Piece
    - KAS C.2.3
- Digital resources to create and publish at least <u>one</u> piece
    - KAS C.2.4
- Conduct shared research projects
    - KAS C.2.5
    - Can be embedded in development of writing
    - Can be as short as one reading block
- Collect information from experiences
    - KAS C.2.6
- Handwriting
    - KAS HW 2.1
    - Cursive upper and lower case letters

- Opinion Piece (Prioritize)
  - KAS C.3.1
- Informative/Explanatory Piece (Science/Social Studies)
  - KAS C.3.2
- Narrative Piece (As time allows after priorities are completed)
  - KAS C.3.3
- Digital resources to create and publish at least <u>one</u> piece
  - KAS C.3.4
- Conduct short research projects
  - KAS C.3.5
  - Can be embedded in development of writing
  - Can be as short as one reading block
- Summarize relevant information from experiences
  - KAS C.3.6
  - Use print and digital resources
  - Encourage interdisciplinary collaboration (science, social studies, etc.)
- Routine composition
  - KAS C.3.7
  - Routine means daily writing
  - Ensure students always have an audience (teacher, peer(s), etc.)
- Handwriting
  - Cursive letters, words and sentences
  - KAS HW 3.1

<u>Fourth Grade</u>

- Opinion Piece (Prioritize)
    - KAS C.4.1
- Informative/Explanatory Piece (Science)
    - KAS C.4.2
- Narrative Piece (As time allows after priorities are completed)
    - KAS C.4.3
- Digital resources to create and publish at least <u>one</u> piece
    - KAS C.4.4
- Conduct short research projects
    - KAS C.4.5
    - Can be embedded in development of writing
    - Can be as short as one reading block
- Summarize relevant information from experiences
    - KAS C.4.6
    - Various print and digital resources
    - Providing list of sources, citing not required
    - Encourage interdisciplinary collaboration (science, social studies, etc.)
- Routine composition
    - KAS C.4.7
    - Routine means daily writing
    - Ensure students always have an audience (teacher, peer(s), etc.)

<u>Fifth Grade</u>

- On-Demand Writing (Prioritize)
  - (Link to KDE On-Demand Writing resources)
  - Focuses in this grade on Opinion
  - All writing should begin with district-aligned rubric
- Opinion Piece (Prioritize)
  - KAS C.5.1
- Informative/Explanatory Piece (Social Studies)
  - KAS C.5.2
- Narrative Piece (As time allows after priorities are completed)
  - KAS C.5.3
- Digital resources to create and publish at least <u>one</u> piece
  - KAS C.5.4
- Conduct short research projects
  - KAS C.5.5
  - Can be embedded in development of writing
  - Can be as short as one reading block
- Summarize relevant information from experiences
  - KAS C.5.6
  - Multiple print and digital resources
  - Providing list of sources, citing not required
  - Encourage interdisciplinary collaboration (science, social studies, etc.)
- Routine composition
  - KAS C.5.7
  - Routine means daily writing
  - Ensure students always have an audience (teacher, peer(s), etc.)

<u>Sixth Grade</u>

- Compose Arguments (On-Demand)
    - KAS C.6.1
    - Support Claims
- Informative/Explanatory Piece
    - KAS C.6.2
- Narrative Piece
    - KAS C.6.3
- Digital resources to create and publish at least <u>one</u> piece
    - KAS C.6.4
    - MLA Citation
- Conduct short research projects
    - KAS C.6.5
    - Can be embedded in development of writing
    - Can be as short as one reading block
- Gather relevant information
    - KAS C.6.6
    - Multiple print and digital resources
    - Citing Resources (MLA)
- Routine composition
    - KAS C.6.7
    - Routine means daily writing
    - Ensure students always have an audience (teacher, peer(s), etc.)

<u>Seventh Grade</u>

- Compose Arguments (On-Demand)
  - KAS C.7.1
  - Introduce Claims
  - Acknowledge opposing claims
- Informative/Explanatory Piece
  - KAS C.7.2
- Narrative Piece
  - KAS C.7.3
- Digital resources to create and publish at least <u>one</u> piece
  - KAS C 7.4
  - MLA Citation
- Conduct short research projects
  - KAS C.7.5
  - Can be embedded in development of writing
  - Can be as short as one reading block
- Gather relevant information
  - KAS C.7.6
  - Multiple print and digital resources
  - Citing Resources (MLA)
- Routine composition
  - KAS C.7.7
  - Routine means daily writing
  - Ensure students always have an audience (teacher, peer(s), etc.)

<u>Eighth Grade</u>

- Compose Arguments (On-Demand)
    - KAS C.8.1
    - Introduce Claims
    - Acknowledge opposing claims
    - On-Demand Writing (Prioritize)
        - (Link to KDE On-Demand Writing resources)
        - Focuses in this grade on Opinion
        - All writing should begin with district-aligned rubric

- Informative/Explanatory Piece
    - KAS C.8.2
- Narrative Piece
    - KAS C.8.3
- Digital resources to create and publish at least <u>one</u> piece
    - KAS C 8.4
    - MLA Citation
- Conduct short research projects
    - KAS C.8.5
    - Can be embedded in development of writing
    - Can be as short as one reading block
- Gather relevant information
    - KAS C.8.6
    - Multiple print and digital resources
    - Citing Resources (MLA)
- Routine composition
    - KAS C.8.7
    - Routine means daily writing
    - Ensure students always have an audience (teacher, peer(s), etc.)

Ninth Grade

- Argumentative Piece (Prioritize)
  - KAS C.9-10.1
  - Organizer called a Hash-Tag Plan
  - Look Fors:
    - Ensure grade-appropriate transitions
    - Grade-appropriate rubric
    - Citations in MLA
    - Finding and using resources to support your claim (student choice as much possible)
    - Embedding Quotations
    - Stay in third person language
    - Be consistent in tense
    - Work through entire writing process
  - Introduction
    - Hook
    - Bridge
    - Summary
    - Strong Claim
    - Two to Three Reasons (strive for three in 10th grade)
  - Body Paragraphs
    - Transition with Topic Sentence (Reason 1, Reason 2, etc.)
    - Counterclaim in at least one paragraph (can be an independent "6th" paragraph)
    - Evidence (at least two pieces)
    - Explanation (How it supports)
    - Closing Sentence (restate reason)
  - Conclusion
    - Transition
    - Restate the Claim
    - Summarize Two to Three Reasons
    - Call to Action
- Informative/Explanatory Piece
  - KAS C.9-10.2
    - Strive for interdisciplinary piece with Science and Social Studies
    - Follow the state standard expectations
- Narrative Piece (As time allows after priorities are completed)
  - KAS C.9-10.3
- Digital resources to create and publish at least one piece

- ○ KAS C.9-10.4
- ● Conduct short research projects
  - ○ KAS C.9-10.5
  - ○ Can be embedded in development of writing
  - ○ Short project may be as short as one to two blocks in any discipline
  - ○ Extended project needs to include:
    - ■ Synthesizing multiple resources
    - ■ Self-Generated question
- ● Summarize relevant information from experiences
  - ○ KAS C.9-10.6
  - ○ Multiple authoritative (credible) print and digital resources
  - ○ Citations in MLA
  - ○ Encourage interdisciplinary collaboration (science, social studies, etc.)
- ● Routine composition
  - ○ KAS C.5.7
  - ○ Routine means daily writing
  - ○ Ensure students always have an audience (teacher, peer(s), etc.)

Tenth Grade

- Argumentative Piece (Prioritize)
  - KAS C.9-10.1
  - Organizer called a Hash-Tag Plan
  - Look Fors:
    - Ensure grade-appropriate transitions
    - Grade-appropriate rubric
    - Citations in MLA
    - Finding and using resources to support your claim (student choice as much possible)
    - Embedding Quotations
    - Stay in third person language
    - Be consistent in tense
    - Work through entire writing process
  - Introduction
    - Hook
    - Bridge
    - Summary
    - Strong Claim
    - Two to Three Reasons (strive for three in 10th grade)
  - Body Paragraphs
    - Transition with Topic Sentence (Reason 1, Reason 2, etc.)
    - Counterclaim in at least one paragraph (can be an independent "6th" paragraph)
    - Evidence (at least two pieces)
    - Explanation (How it supports)
    - Closing Sentence (restate reason)
  - Conclusion
    - Transition
    - Restate the Claim
    - Summarize Two to Three Reasons
    - Call to Action
- Informative/Explanatory Piece
  - KAS C.9-10.2
    - Strive for interdisciplinary piece with Science and Social Studies
    - Follow the state standard expectations
- Narrative Piece (As time allows after priorities are completed)
  - KAS C.9-10.3
- Digital resources to create and publish at least <u>one</u> piece

- ○ KAS C.9-10.4
- ● Conduct short research projects
  - ○ KAS C.9-10.5
  - ○ Can be embedded in development of writing

Eleventh Grade

- Argumentative Piece (Prioritize)
    - KAS C.11-12.1 (Top Priority)
    - On Demand Writing
            KSA On Demand Rubric
            Scrimmages throughout year to monitor progress towards Proficient
    - Organizer called a Hash-Tag Plan
    - Look Fors:
        - Ensure grade-appropriate transitions
        - Grade-appropriate rubric
        - Citations in MLA
        - Finding and using resources to support your claim (student choice as much possible)
        - Embedding Quotations
        - Stay in third person language
        - Be consistent in tense
        - Work through entire writing process
    - Introduction
        - Hook
        - Bridge
        - Summary
        - Strong Claim
        - Three Reasons
    - Body Paragraphs
        - Transition with Topic Sentence (Reason 1, Reason 2, etc.)
        - Counterclaim in at least one paragraph (can be an independent "6th" paragraph)
        - Evidence (at least two pieces per reason)
        - Explanation (How it supports)
        - Closing Sentence (restate reason)
    - Conclusion
        - Transition
        - Restate the Claim
        - Summarize Three Reasons (Separate sentences)
        - Call to Action
- Informative/Explanatory Piece - Literary Analysis
    - KAS C.11-12.2
        - Same structure as Argumentative piece
        - Exceptions: Claim Statement about Theme

- - - Reasons become literary elements to analyze
    - Evidence comes directly from literary piece being analyzed
- Narrative Piece (As time allows after priorities are completed)
    - KAS C.11-12.3
- Digital resources to create and publish at least <u>one</u> piece
    - KAS C.11-12.4

- Conduct short research projects
    - KAS C.11-12.5
    - Can be embedded in development of writing

<u>Twelfth Grade</u>

- Informative/Explanatory Piece (Prioritize)
    - KAS C.11-12.2
        - Cover Letters & Resumes
- Argumentative Piece (Review)
    - KAS C.11-12.1
    - Organizer called a Hash-Tag Plan
    - Look Fors:
        - Ensure grade-appropriate transitions
        - Grade-appropriate rubric
        - Citations in MLA
        - Finding and using resources to support your claim (student choice as much possible)
        - Embedding Quotations
        - Stay in third person language
        - Be consistent in tense
        - Work through entire writing process
    - Introduction
        - Hook
        - Bridge
        - Summary
        - Strong Claim
        - Three Reasons
    - Body Paragraphs
        - Transition with Topic Sentence (Reason 1, Reason 2, etc.)
        - Counterclaim in at least one paragraph (can be an independent "6th" paragraph)
        - Evidence (at least two pieces)
        - Explanation (How it supports)
        - Closing Sentence (restate reason)
    - Conclusion
        - Transition
        - Restate the Claim
        - Summarize Two to Three Reasons
        - Call to Action
- Narrative Piece
    - KAS C.11-12.3
- Digital resources to create and publish at least <u>one</u> piece
    - KAS C.11-12.4

- Conduct short research projects
  - KAS C.11-12.5
  - Can be embedded in development of writing

District Expectations:

- Modern Language Association (MLA) Style across the district; American Psychological Association (APA) Style for dual credit and etc.

Grades K-11
- Writing Folders
    - Teacher team responsible for providing:
        - Full writing process Opinion/Argumentative piece (ELA)
        - All available writing process Informative (Social Studies in 4-11)
        - All available writing process Narrative (optional)
        - Appropriate rubrics for all pieces of writing
        - An example of at least the following with emphasis on writing conventions:
            - Short Answer (Math)
            - Extended Response (Social Studies in 4-11)
            - CER (Science)
    - Administration responsible for providing:
        - Monthly progress monitoring of pieces to stay on pace
        - End-of-year checklist accountability based on the writing standards w/ teacher feedback
        - Pass EOY rubrics to student's next ELA teacher
        - Students take home writing pieces/artifacts at EOY
        - School Storage Procedures: Each school will have a procedure for storing writing folders

- Follow Wonders/StudySync/curricular resource for daily, routine writing but utilize outside/most appropriate text for primary pieces
    - When given opportunity, utilize written response in daily coursework
    - Non-negotiables
        - Basic spelling
        - Starting sentences with capital letter
        - Ending sentence with punctuation
        - Complete sentence or subject-appropriate (bullet points, diagram, etc.)
- On-Demand Committee
    - Baseline piece composed during the second full week of school in grades 5, 8, and 11. Prompt provided by District Writing Team.
    - Curriculum Day analysis of KSA results.
    - Meeting with relevant teachers and coaches after baseline and introduce practice timeline. District team compile and review data.
    - Practice in second week of December. Meeting to follow.
    - Scrimmage in second week of March. Meeting to follow.
    - SPED to provide accommodations for Baseline and Practice. Testing "buddy" to provide accommodation for Scrimmage.
- Writing coach support (mentoring and monitoring)

- ○ Emphasis on monthly monitoring of grades 5, 8, and 11 Opinion/Argumentative writing process pacing, modeling, and feedback to instructors

This writing plan will be updated annually by the writing committee.

APPENDICES

Composition in the Classroom

https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Composition_in_the_Classroom.pdf

Informational/Explanatory Text-Based Rubrics:

Informative/Explanatory Text-Based Rubric, Grade Kindergarten

	4 (Above Grade Level)	3 (At Grade Level)	2 (Approaching Grade Level)	1 (Below Grade Level)
Focus/ Opinion KAS: ☐ C –K.2	● Responds creatively with all drawing, dictating, writing, and digital sources related to the prompt	● Responds with all drawing, dictating, writing, and digital sources related to the prompt	● Responds with most drawing, dictating, writing, and digital sources related to the prompt	● Responds with some or no drawing, dictating, writing, and digital sources related to the prompt
Organization KAS: ☐ C –K.2.b ☐ C – K.2.c	● Introduces the topic about which they are writing in an introductory sentence ● Supplies some facts and information about the topic ● Uses grade-appropriate conjunctions to develop structure within sentences ● Uses grade-appropriate linking words/phrases effectively to develop structure across paragraphs ● Provides some sense of closure	● Introduces the topic about which they are writing ● Supplies some information about the topic ● Uses grade-appropriate conjunctions to develop structure within sentences ● Uses grade-appropriate linking words/phrases to develop structure across paragraphs ● Provides a concluding idea	● Attempts to introduce the topic about which they are writing in a student-dictated phrase or sentence ● Attempts to supply some information about the topic but may be unrelated to the topic ● Attempts to use grade-appropriate conjunctions to develop structure within sentences ● Attempts to use grade-appropriate linking words/phrases to develop structure across paragraphs ● Attempts to provide a concluding idea	● Introduces the topic in drawing or not at all ● Supplies no information about the topic ● Does not use grade-appropriate conjunctions to develop structure within sentences ● Does not use grade-appropriate linking words/phrases to develop structure across paragraphs ● Does not provide a concluding idea
Language-Conventions of Grammar and Usage ☐ HW - K.1 ☐ L – K.1	● Prints all upper and lower case letters correctly ● Demonstrates mastery of proper spacing between all words and word placement on the lines ● Uses common nouns and verbs correctly ● Uses regular plural nouns by adding /s/ or /es/ correctly ● Writes interrogative sentences using who,	● Prints many upper and lower case letters correctly ● Demonstrates proficiency of proper spacing between most words and word placement on the lines ● Uses many common nouns and verbs correctly ● Uses many regular plural nouns by adding /s/ or /es/ correctly	● Prints some upper and lower case letters correctly ● Demonstrates some proficiency of proper spacing between words and word placement on the lines ● Uses some common nouns and verbs correctly ● Uses some regular plural nouns by	● Prints few upper and lower case letters correctly ● Demonstrates little to no proficiency of proper spacing between words and word placement on the lines ● Uses few to no common nouns and verbs correctly ● Uses few to no regular plural nouns by adding /s/ or /es/ correctly ● Writes interrogative sentences using who,

	what, where, when, why, and how creatively ● Writes sentences using common prepositions correctly ● Writes all sentences correctly	● Writes interrogative sentences using who, what, where, when, why, and how ● Writes sentences using common prepositions mostly correct ● Writes most sentences correctly	adding /s/ or /es/ correctly ● Writes some interrogative sentences using who, what, where, when, why, and how ● Writes sentences using some common prepositions correctly • Writes most sentences correctly	what, where, when, why, and how incorrectly ● Writes sentences using few to no common prepositions mostly correct ● Writes most sentences incorrectly
Language – Conventions of Capitalizatio n, Punctuation, and Spelling KAS: ◻ L –K.2	● Capitalizes correctly and consistently with no errors: first word in a sentence, "I," and proper nouns ● Uses end punctuation correctly ● Uses conventional spelling for words with common spelling patterns ● Spells irregular and/or high-frequency words correctly	● Capitalizes correctly and consistently with a minor error: first word in a sentence and the pronoun "I" ● Uses end punctuation ● Writes letters for most consonant and short-vowel sounds ● Spells simple words phonetically	● Capitalizes correctly and consistently with some errors: first word in a sentence and the pronoun "I" ● Uses end punctuation incorrectly ● Inconsistently writes letters for consonant and short-vowel sounds ● Spells some simple words phonetically	● Capitalizes incorrectly with many errors ● Does not use end punctuation ● Writes letters with little to no sound/spelling correspondence of consonants and short vowels ● Spells few to no simple words phonetically

KAS – Kentucky Academic Standards C = Composition; L= Language; HW = Handwriting)

Informational/Explanatory Text-Based Rubric, Grade 1

	4 (Above Grade Level)	3 (At Grade Level)	2 (Approaching Grade Level)	1 (Below Grade Level)
Focus/ Information KAS: ☐ C – 1.2	● Responds skillfully to all parts of the prompt addressing prompt, task, and purpose ● Demonstrates a strong understanding of topic/texts(s)	● Responds to all parts of the prompt addressing prompt, task, and purpose ● Demonstrates an understanding of topic/text(s)	● Responds to most parts of the prompt ● Demonstrates limited understanding of topic/text(s)	● Responds to some or no parts of the prompt ● Does not demonstrate understanding of topic/text
Organization KAS: ☐ C – 1.2.b ☐ C – 1.2.e ☐ L – 1.2.f	● Organizes ideas and information into logical, coherent paragraphs that are clear to the reader ● Uses effective linking words and phrases to connect ideas	● Organizes ideas and information into logical introductory, body and concluding paragraphs ● Uses grade-appropriate linking words to connect ideas across paragraphs	● Organizes ideas and information in an incomplete paragraph structure (e.g., missing conclusion) ● Attempts to use some simplistic linking words to connect ideas	● Organizes with no evidence of paragraph structure ● Uses no linking words
Support/ Evidence KAS: ☐ RI – 1.1 ☐ C – 1.2.a ☐ C – 1.2.c	● Develops the topic skillfully with facts, definitions, and details using drawing, dictating, writing, and digital resources	● Develops the topic with information and detail using a combination of drawing, dictating, writing, and digital resources	● Develops the topic with limited information and detail using drawing, dictating, writing, and/or digital resources	● Uses few to no information or detail using drawing, dictating, writing, and/or digital resources
Language-Conventions of Grammar and Usage KAS: ☐ C – 1.2.d ☐ L – 1.1.a ☐ L – 1.1.b ☐ L – 1.1.c ☐ L – 1.1.d ☐ L – 1.1.e ☐ L - 1.1.g ☐ L - 1.1.h	● Uses common, proper and possessive nouns effectively ● Uses singular and plural nouns with matching verbs in basic sentences effectively ● Uses personal, possessive, and indefinite pronouns effectively ● Uses past, present, or future tense of verbs effectively ● Uses frequently-occurring adjectives creatively in sentence formation ● Uses frequently-occurring prepositions effectively in sentence formation ● Produces declarative, interrogative, imperative, and exclamatory sentences effectively and with variety	● Uses common, proper and possessive nouns correctly ● Uses singular and plural nouns with matching verbs in basic sentences ● Uses personal, possessive, and indefinite pronouns correctly ● Uses past, present, or future tense of verbs correctly (e.g., is/was; child/children) ● Uses frequently-occurring adjectives in sentence formation ● Uses frequently-occurring prepositions in sentence formation ● Produces declarative, interrogative, imperative, and exclamatory sentences correctly with few errors in structure	● Uses some common, proper and possessive nouns correctly ● Uses some singular and plural nouns with matching verbs in basic sentences ● Uses some personal, possessive, and indefinite pronouns correctly ● Uses some past, present, or future tense of verbs correctly (e.g., is/was; child/children) ● Uses some frequently-occurring adjectives in sentence formation ● Uses some mostly frequently-occurring prepositions in sentence formation ● Produces declarative, interrogative, imperative, and exclamatory sentences mostly correct	● Uses common, proper and possessive nouns incorrectly ● Uses singular and plural nouns without matching verbs in basic sentences ● Uses pronouns incorrectly ● Uses past, present, or future tense of verbs incorrectly ● Uses frequently-occurring adjectives incorrectly in sentence formation ● Uses frequently-occurring prepositions incorrectly in sentence formation ● Produces most sentences incorrectly

| Language –
Conventions of
Capitalization,
Punctuation,
and
Spelling

KAS:

☐   L – 1.2

☐   HW.1.1 | • Capitalizes correctly and consistently with no errors: first word in a sentence, "I," proper nouns, and titles
• Uses commas, apostrophes, and end punctuation correctly all the time
• Applies above grade-level spelling rules and patterns correctly, including irregular high-frequency words; no errors

• Prints all upper – and lowercase letters and numerals correctly | • Capitalizes proper nouns, included, but not limited to dates and names of people
• Uses end punctuation correctly
• Uses commas in dates and to separate single words in a series
• Applies conventional spelling for words with common spelling patterns and for frequently occurring irregular words with few to no errors
• Spells unknown words phonetically
• Prints all upper – and lowercase letters and numerals correctly most of the time | • Capitalizes correctly and consistently with some errors: first word in a sentence, "I," proper nouns, and titles
• Uses commas, apostrophes, and end punctuation correctly some of the time
• Applies some grade-level spelling rules and patterns correctly; some errors and phonetic spelling interfere with readability

• Prints some upper – and lowercase letters and numerals correctly most of the time | • Capitalizes incorrectly with many errors
• Uses commas, apostrophes, and end punctuation incorrectly or not at all
• Misapplies grade-level spelling rules through phonetic spelling; excessive errors interfere with readability

• Prints upper – and lowercase letters and numerals incorrectly most of the time |

Informational/Explanatory Text-Based Rubric, Grade 2

	4 (Above Grade Level)	3 (At Grade Level)	2 (Approaching Grade Level)	1 (Below Grade Level)
Focus/ Information KAS: ⬜ C – 2.2	● Responds skillfully to all parts of the prompt addressing prompt, task, and purpose ● ● Demonstrates a strong understanding of topic/texts(s)	● Responds to all parts of the prompt addressing prompt, task, and purpose ● Demonstrates an understanding of topic/text(s)	● Responds to most parts of the prompt ● Demonstrates limited understanding of topic/text(s)	● Responds to some or no parts of the prompt ● Does not demonstrate understanding of topic/text
Organization KAS: ⬜ C – 2.2.b ⬜ C – 2.2.e ⬜ C – 2.2.f	● Organizes ideas and information into logical, coherent paragraphs that are clear to the reader ● Uses effective linking words and phrases to connect ideas	● Organizes ideas and information into logical introductory, body and concluding paragraphs ● Uses effective linking words to connect ideas	● Organizes ideas and information in an incomplete paragraph structure (e.g., missing conclusion) ● Attempts to use some simplistic linking words to connect ideas	● Organizes with no evidence of paragraph structure ● Uses no linking words
Support/ Evidence KAS: ⬜ RI – 2.1 ⬜ C – 2.2.a ⬜ C – 2.2.c	● Develops the topic skillfully with facts, definitions, and details	● Develops the topic with information and detail	● Develops the topic with limited information and detail	● Uses few to no information or detail
Language-Conventions of Grammar and Usage KAS: ⬜ C – 2.2.d ⬜ L – 2.1	● Uses collective nouns, reflexive pronouns, and some frequently occurring nouns effectively ● Uses past tense of frequently occurring irregular verbs effectively ● Uses adjectives and adverbs creatively in sentence formation ● Uses conjunctions effectively to develop sentence structure ● Produces correct simple, compound, and complex sentences	● Uses collective nouns, reflexive pronouns, and some frequently occurring nouns correctly ● Uses past tense of frequently occurring irregular verbs correctly (e.g., is/was; child/children) ● Uses adjectives and adverbs in sentence formation ● Uses conjunctions to develop sentence structure ● Produces correct simple and compound sentences	● Uses some collective nouns, reflexive pronouns, and some frequently occurring nouns correctly ● Uses past tense of some frequently occurring irregular verbs correctly (e.g., is/was; child/children) ● Uses some adjectives and adverbs in sentence formation ● Uses some conjunctions to develop sentence structure ● Produces mostly correct and complete sentences	● Uses collective nouns, reflexive pronouns, and some frequently occurring nouns incorrectly or not at all ● Uses past tense of frequently occurring irregular verbs incorrectly or not at all ● Uses adjectives and adverbs in sentence formation incorrectly or not at all ● Uses few to no conjunctions to develop sentence structure ● Produces mostly incorrect sentences
Language – Conventions of Capitalization, Punctuation,	● Capitalizes correctly and consistently with no errors: first word in a sentence, "I," proper nouns, and titles	● Capitalizes correctly and consistently with a minor error: first word in a sentence, "I," proper nouns, and titles	● Capitalizes correctly and consistently with some errors: first word in a sentence, "I," proper nouns, and titles	● Capitalizes incorrectly with many errors ● Uses commas, apostrophes, and end punctuation incorrectly or not at all

and Spelling KAS: ☐ L – 2 ☐ HW – 1.1 ☐ HW – 2.1	● Uses commas, apostrophes, and end punctuation correctly all the time ● Applies above grade-level spelling rules and patterns correctly, including irregular high-frequency words ; no errors ● Print all upper-and lower-case letters and numerals with correct form ● Forms upper- and lower-case cursive letters correctly	● Uses commas, apostrophes, and end punctuation correctly most of the time ● Applies grade-level spelling rules and patterns correctly (reference core sound/spelling resources); few to no errors ● Prints upper-and lower-case letters and numerals correctly most of the time ● Forms most upper- and lower-case cursive letters correctly	● Uses commas, apostrophes, and end punctuation correctly some of the time ● Applies some grade-level spelling rules and patterns correctly; some errors and phonetic spelling interfere with readability ● Prints some upper-and lower-case letters and numerals with correct form ● Forms some upper- and lower-case cursive letters correctly	● Misapplies grade-level spelling rules through phonetic spelling; excessive errors interfere with readability ● Prints upper-and lower-case letters and numerals mostly incorrectly ● Forms few upper- and lower-case cursive letters correctly or not at all

*KAS – Kentucky Academic Standards (C = Composition; RI = Reading – Informational Text; L= Language)

Informational/Explanatory Text-Based Rubric, Grade 3

	4 (Above Grade Level)	3 (At Grade Level)	2 (Approaching Grade Level)	1 (Below Grade Level)
Focus/ Information KAS: ⬜ RI – 3 ⬜ C – 3.2a	● Responds skillfully to all parts of the prompt addressing task, purpose, and audience ● Demonstrates a strong understanding of topic/text(s)	● Responds to all parts of the prompt addressing task, purpose and audience ● Demonstrates an understanding of topic/text(s)	● Responds to most parts of the prompt ● Demonstrates limited understanding of topic/text(s)	● Responds to some or no parts of the prompt ● Demonstrates little to no understanding of topic/text(s)
Organization KAS: ⬜ C – 3.2.b ⬜ C – 3.2.d ⬜ C – 3.2.e ⬜ C – 3.2	● Organizes ideas and information into logical, coherent paragraphs that are clear to the reader ● Skillfully groups and structures related information in paragraphs and sections ● Uses linking words and phrases strategically to connect ideas within categories of information	● Organizes ideas and information into logical introductory, body and concluding paragraphs ● Groups related information together to include illustrations when useful to aid communication ● Uses conjunctions and transitions appropriately to connect ideas and develop text structure within sentences and across paragraphs	● Organizes ideas and information in an incomplete paragraph structure (e.g., missing conclusion) ● Grouping of ideas lacks cohesion (e.g., list-like, rambling, or repetitive) ● Attempts to use some simplistic linking words to connect ideas	● Organizes with no evidence of paragraph structure ● Does not group related information together ● Uses no linking words
Support/ Evidence KAS: ⬜ RI – 3 ⬜ C – 4.2c	● Skillfully uses relevant and substantial text support from the resources with accuracy ● Uses credible and varied sources ● Develops the topic with facts, definitions, concrete details, quotations, or other information and examples	● Uses relevant and sufficient text support from the resources with accuracy ● Uses credible sources ● Develops the topic with facts, definitions, and details	● Uses mostly relevant text support but may lack sufficient evidence and/or accurate use ● Uses mostly credible sources ● Develops the topic with limited facts, definitions, or details	● Does not use relevant or sufficient text support from the resources with accuracy ● Uses few to no credible sources ● Uses few to no facts, definitions, or details
Language KAS: ⬜ L – 3.1 ⬜ L – 3.2 ⬜ L – 3.4	● Demonstrates creativity and flexibility when using conventions (grammar, punctuation, capitalization, and spelling) to enhance readability	● Demonstrates grade level appropriate conventions; errors are minor and does not interfere with readability ● Uses correct and varied sentence structures ● Utilizes strong and grade-level appropriate	● Demonstrates some grade level appropriate conventions, but errors may interfere with readability ● Uses some correct sentence structures ● Utilizes vague or basic word choice	● Demonstrates limited understanding of grade level appropriate conventions, and errors interfere with the readability ● Uses little to no correct sentence structure

	● Uses purposeful and varied sentence structures ● Utilizes precise and sophisticated word choice	word choice to inform or explain about the topic		● Utilizes incorrect and/or simplistic word choice

*KAS – Kentucky Academic Standards (C= comprehension; RI = Reading-Informational Text; L= Language)

Informational/Explanatory Text-Based Rubric, Grade 4

	4 (Above Grade Level)	3 (At Grade Level)	2 (Approaching Grade Level)	1 (Below Grade Level)
Focus/ Information KAS: ☐ C – 4.2.a ☐ RI – 4	● Responds skillfully to all parts of the prompt addressing task, purpose, and audience ● Demonstrates a strong understanding of topic/text(s)	● Responds to all parts of the prompt addressing task, purpose, and audience ● Demonstrates an understanding of topic/text(s)	● Responds to most parts of the prompt ● Demonstrates limited understanding of topic/text(s)	● Responds to some or no parts of the prompt ● Demonstrates little to no understanding of topic/text(s)
Organization KAS: ☐ C – 4.2.b ☐ C – 4.2.d ☐ C – 4.2.e ☐ C – 4.2	● Organizes ideas and information into purposeful, coherent paragraphs that include an elaborated introduction with clear thesis, structured body, and insightful conclusion ● Logically groups related information into paragraphs or sections, including formatting ● Uses varied transitions and syntax to link the major sections of text, create cohesion, and clarify relationship among complex ideas and concepts	● Organizes ideas and information into logical introductory, body, and concluding paragraphs ● Groups related information into paragraphs or sections, including formatting, illustrations, and multimedia when useful to aid comprehension ● Uses conjunctions and transitions appropriately to connect ideas and develop text structure within sentences and across paragraphs	● Organizes ideas and information in an attempted paragraph structure that includes a sense of introduction, body and conclusion ● Grouping of ideas lacks cohesion (e.g., list-like, rambling, or repetitive) ● Attempts to use some simplistic linking words to connect ideas	● Does not organize ideas and information coherently due to lack of paragraph structure and/or a missing introduction, body, or conclusion ● Does not group related information together ● Uses no linking words
Support/ Evidence CCSS: ☐ RI – 4 ☐ C – 4.2.c ☐ C – 4.6	● Skillfully uses relevant and substantial text support from the resources with accuracy ● Uses credible and varied sources ● Develops the topic with well-integrated facts, definitions, concrete details, quotations, or other information and examples	● Uses relevant and sufficient text support from the resources with accuracy ● Uses credible sources ● Develops the topic with facts, definitions, concrete details, quotations, or other information and examples	● Uses mostly relevant text support but may lack sufficient evidence and/or accurate use ● Uses mostly credible sources ● Develops the topic with limited facts, definitions, concrete details, quotations, or other information and examples	● Does not use relevant or sufficient text support from the resources with accuracy ● Uses few to no credible sources ● Does not support opinion with facts, details, and/or reasons

Language CKAS: ☐ L – 4.1 ☐ L – 4.2 ☐ L – 4.4	● Demonstrates creativity and flexibility when using conventions (grammar, punctuation, capitalization, and spelling) enhance readability ● Uses purposeful and varied sentence structures ● Utilizes precise and domain-specific vocabulary accurately throughout student writing	● Demonstrates grade level appropriate conventions; errors are minor and do not interfere with the readability ● Uses correct and varied sentence structures ● Utilizes precise language and domain-specific vocabulary to inform about or explain the topic	● Demonstrates some grade level appropriate conventions, but errors may interfere with the readability ● Uses some repetitive yet correct sentence structure ● Utilizes some precise language and/or domain-specific vocabulary but minimally and/or inaccurately	● Demonstrates limited understanding of grade level conventions, and errors interfere with the readability ● Does not demonstrate sentence mastery ● Does not utilize precise language or domain-specific vocabulary

KAS – Kentucky Academic Standards (C = Composition; RI= Reading – Informational Text; L= Language)

Informational/Explanatory Text-Based Rubric, Grade 5

	4 (Above Grade Level)	3 (At Grade Level)	2 (Approaching Grade Level)	1 (Below Grade Level)
Focus/ Information KAS: ☐ C – 5.2.a ☐ C – 5.2	● Responds skillfully to all parts of the prompt ● Demonstrates a strong understanding of topic/text(s)	● Responds to all parts of the prompt addressing task, purpose, and audience ● Demonstrates an understanding of topic/text(s)	● Responds to most parts of the prompt ● Demonstrates limited understanding of topic/text(s)	● Responds to some or no parts of the prompt ● Demonstrates little to no understanding of topic/text(s)
Organization KAS: ☐ C – 5.2.a ☐ C – 5.2.d ☐ C – 5.2.e ☐ C – 5.2.g	● Organizes ideas and information into purposeful, coherent paragraphs that include an elaborated introduction with clear thesis, structured body, and insightful conclusion ● Logically groups related information into paragraphs or sections, including formatting ● Uses varied transitions and syntax to link the major sections of text, create cohesion, and clarify relationship among complex ideas and concepts	● Organizes ideas and information into logical introductory, body, and concluding paragraphs ● Groups related information into paragraphs or sections, logically including formatting illustrations and multimedia when useful to aid comprehension ● Uses conjunctions and transitions appropriately to connect ideas and develop text structure within sentences and across paragraphs	● Organizes ideas and information in an attempted paragraph structure that includes a sense of introduction, body and conclusion ● Grouping of ideas lacks cohesion (e.g., list-like, rambling, or repetitive) ● Attempts to use some simplistic linking words to connect ideas	● Does not organize ideas and information coherently due to lack of paragraph structure and/or a missing introduction, body, or conclusion ● Does not group related information together ● Uses no linking words
Support/ Evidence KAS: ☐ RI – 5.1 ☐ C– 5.2.c	● Skillfully uses relevant and substantial text support from the resources with accuracy ● Uses credible and varied sources ● Develops the topic with well-integrated facts, definitions, concrete details, quotations, or other information and examples	● Uses relevant and sufficient text support from the resources with accuracy ● Uses credible sources ● Develops the topic with facts, definitions, concrete details, quotations, or other information and examples	● Uses mostly relevant text support but may lack sufficient evidence and/or accurate use ● Uses mostly credible sources ● Develops the topic with limited facts, definitions, concrete details, quotations, or other information and examples	● Does not use relevant or sufficient text support from the resources with accuracy ● Uses few to no credible sources ● Does not support opinion with facts, details, and/or reasons
Language KAS: ☐ L – 5.1 ☐ L – 5.2	● Demonstrates creativity and flexibility when using conventions (grammar, punctuation, capitalization, and spelling) enhance meaning/readability	● Demonstrates grade level appropriate conventions; errors are minor and do not interfere with the readability ● Uses correct and varied sentence structures	● Demonstrates some grade level appropriate conventions, but errors may interfere with the readability ● Uses some repetitive yet correct sentence structure	● Demonstrates limited understanding of grade level conventions, and errors interfere with the readability

| | L – 5.4 | ● Uses purposeful and varied sentence structures
● Utilizes precise and domain-specific vocabulary accurately throughout student writing | ● Utilizes precise language and domain-specific vocabulary to inform about or explain the topic | ● Utilizes some precise language and/or domain-specific vocabulary but minimally and/or inaccurately | ● Does not demonstrate sentence mastery
● Does not utilize precise language or domain-specific vocabulary |

KAS – Kentucky Academic Standards alignment (C= Composition; RI=Reading Informational Text; L= Language)

Informational/Explanatory Text-Based Rubric, Grade 6

	4 (Above Grade Level)	3 (At Grade Level)	2 (Approaching Grade Level)	1 (Below Grade Level)
Focus/ Information CCSS*: ☐ RIT – 1 ☐ W – 2	● Responds skillfully to all parts of the prompt ● Demonstrates a strong understanding of topic/text(s)	● Responds to all parts of the prompt ● Demonstrates an understanding of topic/text(s)	● Responds to most parts of the prompt ● Demonstrates limited understanding of topic/text(s)	● Responds to some or no parts of the prompt ● Demonstrates little to no understanding of topic/text(s)
Organization CCSS: ☐ W – 2a ☐ W – 2c ☐ W – 2e ☐ W – 4	● Organizes ideas and information into purposeful, coherent paragraphs that include an elaborated introduction with clear thesis, structured body, and insightful conclusion ● Logically groups related information into paragraphs or sections, including formatting ● Uses varied transitions and syntax to link the major sections of text, create cohesion, and clarify relationship among complex ideas and concepts	● Organizes ideas and information into logical introductory, body, and concluding paragraphs ● Groups related information into paragraphs or sections, including formatting (e.g., headings) ● Uses varied transitions and syntax to link the major sections of text, create cohesion, and clarify relationship among complex ideas and concepts	● Organizes ideas and information in an attempted paragraph structure that includes a sense of introduction, body and conclusion ● Grouping of ideas lacks cohesion (e.g., list-like, rambling, or repetitive) ● Uses some simplistic transitions to connect ideas	● Does not organize ideas and information coherently due to lack of paragraph structure and/or a missing introduction, body, or conclusion ● Does not group related information together ● Uses no transitions to connect ideas
Support/ Evidence CCSS: ☐ RIT – 1 ☐ W – 2b ☐ W – 8 ☐ W – 9b	● Skillfully uses relevant and substantial text support from the resources with accuracy ● Uses credible and varied sources ● Develops the topic with well-integrated facts, definitions, concrete details, quotations, or other information and examples	● Uses relevant and sufficient text support from the resources with accuracy ● Uses credible sources ● Develops the topic with facts, definitions, concrete details, quotations, or other information and examples	● Uses mostly relevant text support but may lack sufficient evidence and/or accurate use ● Uses mostly credible sources ● Develops the topic with limited facts, definitions, concrete details, quotations, or other information and examples	● Does not use relevant or sufficient text support from the resources with accuracy ● Uses few to no credible sources ● Does not support opinion with facts, details, and/or reasons
Language CCSS: ☐ L – 1	● Uses purposeful and varied sentence structures ● Demonstrates creativity and flexibility when using conventions (grammar, punctuation, capitalization,	● Uses correct and varied sentence structures ● Demonstrates grade level appropriate conventions; errors	● Uses some repetitive yet correct sentence structure ● Demonstrates some grade level appropriate conventions, but errors	● Does not demonstrate sentence mastery ● Demonstrates limited understanding of

☐ L – 2 ☐ W – 2d	and spelling) enhance meaning/readability ● Utilizes precise and domain-specific vocabulary accurately throughout student writing	are minor and do not interfere with the readability ● Utilizes precise language and domain-specific vocabulary	may interfere with the readability ● Utilizes some precise language and/or domain-specific vocabulary but minimally and/or inaccurately	grade level conventions, and errors interfere with the readability ● Does not utilize precise language or domain-specific vocabulary

7th/8th Grade Writing Rubric – Informational/Explanatory (CCSS /KSAWriting #2)

(Created 4.8.13)

Criterion	5 – Advanced (above grade level)	4 – Proficient (at grade level)	3 - Basic	2 - Below Basic	1 - Far Below Basic
Focus CCSS -W: ● 2a ● 4	● Insightfully addresses all aspects of the prompt ● Introduces topic(s) in a sophisticated thesis statement	● Competently addresses all aspects of the prompt ● Introduces topic(s) in a clear thesis statement	● Superficially addresses all aspects of the prompt ● Introduces topic(s) in a thesis statement	● Partially addresses all aspects of the prompt ● Introduces superficial or flawed topic(s) in a weak thesis statement	● Minimally addresses all aspects of the prompt ● Fails to introduce a relevant topic(s) and/or lacks a thesis statement
Organi- zation/ Structure CCSS – W: ● 2a ● 2c ● 2f ● 4	● Skillfully orients reader to topic(s) in introduction and previews what is to follow ● Thoroughly develops topic(s) with relevant body paragraphs ● Provides a meaningful and reflective conclusion that follows from and supports information or explanation presented ● Creates cohesion and clarifies relationships through skillful use of transition/linking words, phrases, and clauses within or between paragraphs ● Purposefully and logically uses a variety of techniques (e.g., headings, charts) to organize ideas, concepts, and information to aid comprehension	● Orients reader to topic(s) in introduction and previews what is to follow ● Develops topic(s) with relevant body paragraphs ● Provides a conclusion that follows from and supports information or explanation presented ● Creates cohesion and clarifies relationships through transition/linking words, phrases, and clauses within or between paragraphs ● Uses a variety of techniques (e.g., headings, charts) to organize ideas, concepts, and information to aid comprehension	● Partially orients reader to topic(s) in introduction and previews what is to follow ● Superficially develops topic(s) with relevant body paragraphs ● Provides a conclusion which repetitively or partially follows from and supports information or explanation presented ● Creates some cohesion and clarifies relationships through transition/linking words, phrases, and clauses within or between paragraphs ● Uses some techniques (e.g., headings, charts) to adequately organize ideas, concepts and information to aid comprehension	● Inadequately orients reader to topic(s) in introduction and/or fails to preview what is to follow ● Inadequately develops topic(s) with minimal body paragraphs ● Provides a sense of closure, but may weakly articulate significance of the topic ● Uses limited or inappropriate transition/linking words, phrases, and clauses ● Uses few techniques (e.g., headings, charts) to inadequately organize ideas, concepts, and information to aid comprehension	● Fails to orient reader to topic(s) in introduction or introduction is missing ● Fails to develop topic(s) with body paragraphs ● Provides an inadequate conclusion or omits conclusion ● Uses few to no transition/linking words, phrases, or clauses ● Includes little or no discernible organization of ideas
Develop-ment CCSS -W: ● 2 ● 2b ● 9	● Skillfully develops the topic using well-chosen facts, definitions, concrete details, quotes, and other information and examples that are pertinent and substantial ● Effectively integrates and cites credible sources* ● Shows insightful understanding of topic or text	● Develops the topic using well-chosen facts, definitions, concrete details, quotes, and other information and examples that are relevant and sufficient ● Competently integrates and cites credible sources ● Shows competent understanding of topic or text	● Develops the topic using facts, definitions, concrete details, quotes, and other information and examples that are limited or superficial ● Ineffectively integrates and cites sources ● Shows superficial understanding of topic or text	● Provides minimal and/or irrelevant evidence to develop the topic ● Incorrectly integrates/cites sources ● Shows limited or flawed understanding of topic or text	● Provides inaccurate, little, or no evidence to support topic ● Does not use or cite sources ● Shows no and/or inaccurate understanding of topic or text
Language CCSS – L:** ● 1 ● 2 ● 3	● Uses purposeful and varied sentence structure ● Contains minimal to no errors in conventions(grammar,	● Uses correct and varied sentence structure ● Contains few, minor errors in conventions	● Uses mostly correct and some varied sentence structure ● Contains some errors in conventions which may cause confusion	● Uses limited and/or repetitive sentence structure ● Contains numerous errors in conventions	● Lacks sentence mastery (e.g., fragments/run-ons) ● Contains serious and pervasive

● 4 CCSS -W: ● 4	punctuation, spelling, capitalization) ● Strategically uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose	● Competently uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose	● Usually uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose	which cause confusion ● Inadequately uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose	errors in conventions ● Fails to use academic and domain-specific vocabulary clearly appropriate for the audience and purpose

9th/10th Grade Writing Rubric – Informational/Explanatory (CCSS/KSA Writing #2)
(Created 4.8.13)

Criterion	5 – Advanced (above grade level)	4 – Proficient (at grade level)	3 - Basic	2 - Below Basic	1 - Far Below Basic
Focus CCSS -W: ● 2a ● 4	● Insightfully addresses all aspects of the prompt ● Introduces topic(s) in a sophisticated thesis statement	● Competently addresses all aspects of the prompt ● Introduces topic(s) in a clear thesis statement	● Superficially addresses all aspects of the prompt ● Introduces topic(s) in a thesis statement	● Partially addresses all aspects of the prompt ● Introduces superficial or flawed topic(s) in a weak thesis statement	● Minimally addresses all aspects of the prompt ● Fails to introduces a relevant topic(s) and/or lacks a thesis statement
Organi-zation/ Structure CCSS – W: ● 2a ● 2c ● 2f ● 4	● Skillfully orients reader to topic(s) in introduction ● Thoroughly develops complex topic(s) with relevant body paragraphs ● Provides a meaningful and reflective conclusion that follows from and supports information or explanation presented, articulating significance of the topic ● Creates cohesion and clarifies relationships through skillful use of transition/linking words, phrases, and clauses within or between paragraphs and sections ● Purposefully and logically uses a variety of techniques (e.g., headings, charts) to organize ideas, concepts, and information to aid comprehension	● Orients reader to topic(s) in introduction ● Develops complex topic(s) with relevant body paragraphs ● Provides a conclusion that follows from and supports information or explanation presented, articulating significance of the topic ● Creates cohesion and clarifies relationships through transition/linking words, phrases, and clauses within or between paragraphs and sections ● Uses a variety of techniques (e.g., headings, charts) to organize ideas, concepts, and information to aid comprehension	● Partially orients reader to topic(s) in introduction ● Superficially develops topic(s) with relevant body paragraphs ● Provides a conclusion which repetitively or partially follows from and supports information or explanation presented, articulating superficial significance of the topic ● Creates some cohesion and clarifies relationships through transition/linking words, phrases, and clauses within or between paragraphs and sections ● Uses some techniques (e.g., headings, charts) to adequately organize ideas, concepts and information to aid comprehension	● Inadequately orients reader to topic(s) in introduction ● Inadequately develops topic(s) with minimal body paragraphs ● Provides a sense of closure, but may weakly articulate significance of the topic. ● Uses limited or inappropriate transition/linking words, phrases, and clauses ● Uses few techniques (e.g., headings, charts) to inadequately organize ideas, concepts, and information to aid comprehension	● Fails to orient reader to topic(s) in introduction or introduction is missing ● Fails to develop topic(s) with body paragraphs ● Provides an inadequate conclusion or omits conclusion ● Uses few to no transition/linking words, phrases, or clauses ● Includes little or no discernible organization of ideas
Develop-ment CCSS -W: ● 2 ● 2b ● 9	● Skillfully develops the topic using well-chosen facts, definitions, concrete details, quotes, and other information and examples that are pertinent and substantial ● Effectively integrates and cites credible sources* ● Shows insightful understanding of topic or text	● Provides sufficient and relevant evidence to develop the topic appropriate to audience ● Competently integrates and cites credible sources* ● Shows competent understanding of topic or text	● Provides limited and/or superficial evidence to develop the topic appropriate to audience ● Ineffectively integrates and cites sources* ● Shows superficial understanding of topic or text	● Provides minimal and/or irrelevant evidence to develop the topic appropriate to audience ● Incorrectly integrates or cites sources* ● Shows limited or flawed understanding of topic or text	● Provides inaccurate, little, or no evidence to support topic ● Does not use or cite sources* ● Shows no and/or inaccurate understanding of topic or text

Language	● Uses purposeful and varied sentence structure ● Contains minimal to no errors in conventions(grammar, punctuation, spelling, capitalization) ● Strategically uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose	● Uses correct and varied sentence structure ● Contains few, minor errors in conventions ● Competently uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose	● Uses mostly correct and some varied sentence structure ● Contains some errors in conventions which may cause confusion ● Usually uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose	● Uses limited and/or repetitive sentence structure ● Contains numerous errors in conventions which cause confusion ● Inadequately uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose	● Lacks sentence mastery (e.g., fragments/run-ons) ● Contains serious and pervasive errors in conventions ● Fails to use academic and domain-specific vocabulary clearly appropriate for the audience and purpose
CCSS – L**: ● 1 ● 2 ● 2e ● 3 ● 4 CCSS-W ● 4					

11th/12th Grade Writing Rubric – Informational/Explanatory (CCSS/KSA) Writing #2)

Criterion	5 – Advanced (above grade level)	4 – Proficient (on grade level)	3 - Basic	2 - Below Basic	1 - Far Below Basic
Focus CCSS -W: ● 2a ● 4	● Insightfully addresses all aspects of the prompt ● Introduces topic(s) in a sophisticated thesis statement	● Competently addresses all aspects of the prompt ● Introduces topic(s) in a clear thesis statement	● Superficially addresses all aspects of the prompt ● Introduces topic(s) in a thesis statement	● Partially addresses all aspects of the prompt ● Introduces superficial or flawed topic(s) in a weak thesis statement	● Minimally addresses all aspects of the prompt ● Fails to introduces a relevant topic(s) and/or lacks a thesis statement
Organi-zation/ Structure CCSS – W: ● 2a ● 2c ● 2f ● 4	● Skillfully orients reader to topic(s) in introduction ● Thoroughly develops complex topic(s) with relevant body paragraphs, building on preceding information ● Provides a meaningful and reflective conclusion that follows from and supports information or explanation presented, articulating significance of the topic ● Creates cohesion and clarifies relationships through skillful use of transition/linking words, phrases, and clauses within or between paragraphs and sections ● Purposefully and logically uses a variety of techniques (e.g., headings, charts) to organize ideas, concepts, and information to aid comprehension	● Orients reader to topic(s) in introduction ● Develops complex topic(s) with relevant body paragraphs, building on preceding information ● Provides a conclusion that follows from and supports information or explanation presented, articulating significance of the topic ● Creates cohesion and clarifies relationships through transition/linking words, phrases, and clauses within or between paragraphs and sections ● Uses a variety of techniques (e.g., headings, charts) to organize ideas, concepts, and information to aid comprehension	● Partially orients reader to topic(s) in introduction ● Superficially develops topic(s) with relevant body paragraphs, building on preceding information ● Provides a conclusion which repetitively or partially follows from and supports information or explanation presented, articulating superficial significance of the topic ● Creates some cohesion and clarifies relationships through transition/linking words, phrases, and clauses within or between paragraphs and sections ● Uses some techniques (e.g., headings, charts) to adequately organize ideas, concepts and information to aid comprehension	● Inadequately orients reader to topic(s) in introduction ● Inadequately develops topic(s) with minimal body paragraphs, building on some preceding information ● Provides a sense of closure, but may weakly articulate significance of the topic. ● Uses limited or inappropriate transition/linking words, phrases, and clauses ● Uses few techniques (e.g., headings, charts) to inadequately organize ideas, concepts, and information to aid comprehension	● Fails to orient reader to topic(s) in introduction or introduction is missing ● Fails to develop topic(s) with body paragraphs ● Provides an inadequate conclusion or omits conclusion ● Uses few to no transition/linking words, phrases, or clauses ● Includes little or no discernible organization of ideas
Develop-ment CCSS -W: ● 2b ● 9	● Skillfully provides substantial and pertinent evidence to develop the topic appropriate to audience ● Effectively integrates and cites credible sources* ● Shows insightful understanding of topic or text	●Provides sufficient and relevant evidence to develop the topic appropriate to audience ● Competently integrates and cites credible sources* ● Shows competent understanding of topic or text	● Provides limited and/or superficial evidence to develop the topic appropriate to audience ● Ineffectively integrates and cites sources* ● Shows superficial understanding of topic or text	● Provides minimal and/or irrelevant evidence to develop the topic appropriate to audience ● Incorrectly integrates or cites sources* ● Shows limited or flawed understanding of topic or text	● Provides inaccurate, little, or no evidence to support topic ● Does not use or cite sources* ● Shows no and/or inaccurate understanding of topic or text
Language CCSS – L**: ● 1 ● 2	● Uses purposeful and varied sentence structure ● Contains minimal to no errors in conventions(grammar,	● Uses correct and varied sentence structure ● Contains few, minor errors in conventions	● Uses mostly correct and some varied sentence structure	● Uses limited and/or repetitive sentence structure	● Lacks sentence mastery (e.g., fragments/run-ons)

● 2e ● 3 ● 4 CCSS-W ● 4	punctuation, spelling, capitalization) ● Competently uses figurative language ● Strategically uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose	● Effectively uses figurative language ● Competently uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose	● Contains some errors in conventions which may cause confusion ● Minimally uses figurative language ● Usually uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose	● Contains numerous errors in conventions which cause confusion ● Inadequately uses figurative language ● Inadequately uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose	● Contains serious and pervasive errors in conventions ● Fails to use figurative language ● Fails to use academic and domain-specific vocabulary clearly appropriate for the audience and purpose

Narrative Rubrics

Narrative Rubric, Grade 1

	4 (Above Grade Level)	3 (At Grade Level)	2 (Approaching Grade Level)	1 (Below Grade Level)
Focus/ Setting KAS: ☐ C – 1.3.a ☐ C – 1.3.b	• Responds skillfully to all parts of the prompt • Recounts a well-elaborated recount of an event or multiple events, memories or ideas – real or imagined	• Responds to all parts of the prompt addressing task, purpose, and audience • Recounts a single event or multiple events, memories or ideas – real or imagined	• Responds to most parts of the prompt • Attempts to recount an event or a short sequence of events – real or imagined. Missing information creates confusion.	• Responds to some or no parts of the prompt • Fails to recount an event or a short series of events – real or imagined
Organization/Plot KAS: ☐ C – 1.3.d ☐ C – 1.3.e	• Uses temporal words and phrases to signal event order effectively • Provides clear sense of closure.	• Uses temporal words to signal event order • Provides a sense of closure	• Limited use of temporal words to signal event order • Attempts to provide closure	• No use of temporal words or only uses temporal words without events • Does not provide closure
Narrative Techniques KAS: ☐ C – 1.3.c	• Includes vivid details that describe actions, thoughts, and feelings	• Includes details that describe actions, thoughts, and feelings	• Includes few or irrelevant details to describe actions, thoughts, and feelings	• Insufficient or no details
Language- Conventions of Grammar and Usage KAS: ☐ L – 1 (a-h)	• Use common, proper, and possessive nouns effectively • Uses singular and plural nouns with matching verbs effectively • Uses personal, possessive, and indefinite pronouns correctly • Uses verb tense to convey a sense of past, present, and future correctly • Uses adjectives appropriately • Uses conjunctions correctly • Uses most prepositions correctly • Produces correct declarative, interrogative, imperative, and exclamatory sentences	• Use most common, proper, and possessive nouns correctly • Uses most singular and plural nouns with matching verbs correctly • Uses most personal, possessive, and indefinite pronouns correctly • Uses most verb tense to convey a sense of past, present, and future correctly • Uses most adjectives appropriately • Uses most conjunctions correctly • Uses most prepositions correctly • Produces mostly correct declarative, interrogative, imperative, and exclamatory sentences	• Use some common, proper, and possessive nouns correctly • Uses some singular and plural nouns with matching verbs correctly • Use some personal, possessive, and indefinite pronouns correctly • Uses some verb tense to convey a sense of past, present, and future correctly • Uses some adjectives appropriately • Uses some conjunctions correctly • Uses some prepositions correctly • Produces some correct declarative, interrogative, imperative, and exclamatory sentences	• Use common, proper, and possessive nouns in correctly • Uses singular and plural nouns with matching verbs incorrectly • Uses personal, possessive, and indefinite pronouns incorrectly • Uses verb tense to convey a sense of past, present, and future incorrectly • Uses adjectives inappropriately or not at all • Uses conjunctions incorrectly or not at all • Uses prepositions incorrectly • Produces incorrect declarative, interrogative,

				imperative, and exclamatory sentences
Language – Conventions of Capitalization, Punctuation, and Spelling KAS: ☐ L – 1.2	● Capitalizes correctly and consistently with no errors: first word in a sentence, "I," proper nouns, and titles ● Uses commas, apostrophes, and end punctuation correctly all the time ● Applies above grade-level spelling rules and patterns correctly, including irregular high-frequency words ; no errors	● Capitalizes correctly with a minor error: first word in a sentence, "I," proper nouns, and names of people ● Uses end punctuation correctly most of the time ● Uses commas in dates and to separate single words in a series correctly most of the time ● Spells words with common spelling patterns and some irregular words correctly most of the time ● Spells untaught words phonetically	● Capitalizes correctly and consistently with some errors: first word in a sentence, "I," proper nouns, and titles ● Uses commas, apostrophes, and end punctuation correctly some of the time ● Applies some grade-level spelling rules and patterns correctly; some errors and phonetic spelling interfere with readability	● Capitalizes incorrectly with many errors ● Uses commas, apostrophes, and end punctuation incorrectly or not at all ● Misapplies grade-level spelling rules through phonetic spelling; excessive errors interfere with readability
KAS: ☐ H W – 1 . 1	● Prints all upper – and lowercase letters and numerals correctly	● Prints all upper – and lowercase letters and numerals correctly most of the time	● Prints some upper – and lowercase letters and numerals correctly most of the time	● Prints upper – and lowercase letters and numerals in correctly most of the time

KAS – Kentucky Academic Standards (C = Comprehension; RI= Reading Informational Text L= Language)

Narrative Rubric, Grade 2

	4 (Above Grade Level)	3 (At Grade Level)	2 (Approaching Grade Level)	1 (Below Grade Level)
Focus/ Setting KAS: ▢ C – 2.3.a ▢ C – 2.3.b	● Responds skillfully to all parts of the prompt ● Recounts a well-elaborated recount of an event or multiple events, memories or ideas – real or imagined	● Responds to all parts of the prompt addressing task, purpose, and audience ● Recounts a well-elaborated event or multiple events, memories or ideas – real or imagined	● Responds to most parts of the prompt ● Attempts to recount an event or a short sequence of events – real or imagined. Missing information creates confusion.	● Responds to some or no parts of the prompt ● Fails to recount an event or a short series of events – real or imagined
Organization/ Plot KAS: ▢ C – 2.3.d ▢ C – 2.3.e	● Uses temporal words and phrases to signal event order ● Provides clear closure.	● Uses temporal words to signal event order ● Provides a sense of closure	● Limited use of temporal words to signal event order ● Attempts to provide closure	● No use of temporal words or only uses temporal words without events. ● Does not provide closure
Narrative Techniques KAS: ▢ C – 2.3.c	● Includes vivid details that describe actions, thoughts, and feelings	● Includes details that describe actions, thoughts, and feelings	● Includes few or irrelevant details to describe actions, thoughts, and feelings	● Insufficient or no details
Language- Conventions of Grammar and Usage KAS: ▢ L – 1b ▢ L – 1e ▢ L – 1f ▢ L – 1g	● Uses a variety of adjectives and adverbs strategically ● Uses a variety of prior and current grade-level pronouns correctly ● Uses verb tenses and plural nouns correctly, including irregular forms ● Produces correct simple, compound, and complex sentences	● Uses adjectives and adverbs appropriately ● Uses prior and current grade-level pronouns correctly (e.g., I, me, my, they, them, their, myself) ● Uses verb tenses and plural nouns correctly, including some irregular forms (e.g., is/was; child/children) ● Produces correct simple and compound sentences	● Uses some simple adjectives and adverbs appropriately ● Uses prior and current grade-level pronouns correctly some of the time ● Uses some regular verb tenses and common plural nouns correctly ● Produces mostly correct and complete sentences	● Uses adjectives and adverbs inappropriately or not at all ● Uses pronouns incorrectly or not at all ● Uses verb tenses and plural nouns incorrectly ● Produces mostly incorrect sentences
Language – Conventions of Capitalization, Punctuation, and Spelling KAS: ▢ L – 2.1	● Capitalizes correctly and consistently with no errors: first word in a sentence, "I," proper nouns, and titles ● Uses commas, apostrophes, and end punctuation correctly all the time ● Applies above grade-level spelling rules and patterns correctly, including	● Capitalizes correctly and consistently with a minor error: first word in a sentence, "I," proper nouns, and titles ● Uses commas, apostrophes, and end punctuation correctly most of the time ● Applies grade-level spelling rules and patterns correctly (reference core sound/spelling	● Capitalizes correctly and consistently with some errors: first word in a sentence, "I," proper nouns, and titles ● Uses commas, apostrophes, and end punctuation correctly some of the time ● Applies some grade-level spelling rules and patterns correctly; some errors and	● Capitalizes incorrectly with many errors ● Uses commas, apostrophes, and end punctuation incorrectly or not at all ● Misapplies grade-level spelling rules through phonetic spelling; excessive errors

HW – 1.1 HW – 2.1	irregular high-frequency words ; no errors	resources); few to no errors	phonetic spelling interfere with readability	interfere with readability
	● Print all upper-and lower-case letters and numerals with correct form ● Forms upper- and lower-case cursive letters correctly	● Prints upper-and lower-case letters and numerals correctly most of the time ● Forms most upper- and lower-case cursive letters correctly	● Prints some upper-and lower-case letters and numerals with correct form ● Forms some upper- and lower-case cursive letters correctly	● Prints upper-and lower-case letters and numerals mostly incorrectly ● Forms few upper- and lower-case cursive letters correctly or not at all

KAS – Kentucky Academic Standards C = Comprehension; RI= Reading Informational Text L= Language

Narrative Rubric, Grade 3

	4 (Above Grade Level)	3 (At Grade Level)	2 (Approaching Grade Level)	1 (Below Grade Level)
Focus/ Setting KAS: ☐ C – 3.a ☐ C – 3.b	● Responds skillfully to all parts of the prompt addressing task, purpose, and audience ● Orients the reader by establishing a vivid situation (real or imagined) and introducing characters and/or a narrator	● Responds to all parts of the prompt addressing task, purpose and audience ● Establishes a situation (real or imagined) and introducing characters and/or a narrator	● Responds to most parts of the prompt ● Establishes a situation (real or imagined) and attempts to introduce characters and/or a narrator	● Responds to some or no parts of the prompt ● Fails to establish a situation (real or imagined) and does not introduce characters and/or a narrator
Organization/ Plot KAS: ☐ C – 3.3.b ☐ C – 3.3.d ☐ C – 3.3.e	● Coherently organizes a clear event sequence that reflects linear, non-liner, and/or circular structure ● Skillfully uses temporal words and phrases to signal event order ● Provides a conclusion that follows from the narrated experience or events	● Organizes a clear event sequence that reflects linear, non-linear and/or circular structure ● Uses temporal words and phrases to signal event order ● Provides a sense of closure that follows the narrated experiences or events	● Organizes some sequencing but might confuse the reader ● Uses some temporal words and/or phrases to signal event order ● Attempts a conclusion	● Does not sequence narrative in a logical order. Narrative is confusing ● Uses few to no temporal words or phrases to manage the sequence of events ● Conclusion is not attempted or discernible
Narrative Techinques KAS: ☐ C – 3.3.c	● Uses creative descriptions of actions, thoughts, and feelings to develop experiences and events ● Uses vivid dialogue to show the response of characters to situations	● Uses descriptions of actions, thoughts, and feelings to develop experiences and events ● Uses dialogue to show the response of characters to situations	● Uses minimal or irrelevant descriptions of actions, thoughts, or feelings to describe experiences /events ● Attempts to use dialogue to support plot	● Uses little to no description of actions, thoughts, or feelings to describe experiences /events ● Does not use dialogue to support plot
Language KAS: ☐ L – 3.1 ☐ L – 3.2	● Uses purposeful and varied sentence structures ● Demonstrates creativity and flexibility when using conventions (grammar, punctuation, capitalization, and spelling) to enhance meaning ● Utilizes precise and sophisticated word	● Uses correct and varied sentence structures ● Demonstrates grade level appropriate conventions; errors are minor and do not obscure meaning ● Utilizes strong and grade-level appropriate word choice including those that signal temporal and spatial relationships	● Uses some correct sentence structures ● Demonstrates some grade level appropriate conventions, but errors may obscure meaning ● Utilizes vague or basic word choice	● Uses little to no correct sentence structure ● Demonstrates limited understanding of grade level appropriate conventions, and errors interfere with the meaning ● Utilizes incorrect and/or simplistic word choice

	● choice including those that signal temporal and spatial relationships		

KAS – Kentucky Academic Standards (C = Composition; L= Language)

Narrative Rubric, Grade 4

	4 (Above Grade Level)	3 (At Grade Level)	2 (Approaching Grade Level)	1 (Below Grade Level)
Focus/ Setting KAS: ⬜ C – 4.3.a ⬜ C – 4.3.b	● Responds skillfully to all parts of the prompt ● Purposefully orients the reader by skillfully establishing a vivid situation (real or imagined) and introducing characters and/or a narrator	● Responds to all parts of the prompt ● Orients the reader by establishing a situation (real or imagined) and introducing characters and/or a narrator	● Responds to most parts of the prompt ● Establishes a situation (real or imagined) and attempts to introduce characters and/or a narrator	● Responds to some or no parts of the prompt ● Fails to establish a situation (real or imagined) and does not introduce characters and/or a narrator in a relevant way
Organization/ Plot KAS: ⬜ C – 4.3.b ⬜ C – 4.3.d ⬜ C – 4.3.f	● Coherently organizes a clear event sequence that unfolds naturally ● Skillfully connects a variety of conjunctions and transitional words and phrases to manage the sequence of events ● Provides a conclusion that clearly follows from the narrated experience or events	● Organizes a clear event sequence that reflects linear, nonlinear or circular structure ● Uses a variety of conjunction and transitional words and phrases to manage the sequence of events ● Provides a conclusion that follows from the narrated experience or events	● Organizes some sequencing but might confuse the reader ● Uses some transitional words and phrases to manage the sequence of events. ● Attempts a conclusion that may or may not follow the narrated experience or events	● Does not sequence narrative in a logical order ● Uses few to no transitional words and phrases to manage the sequence of events. ● Does not provide a discernible conclusion
Narrative Techniques KAS: ⬜ C – 4.3.c ⬜ C – 4.3.e	● Uses creative descriptions of actions, thoughts, and feelings to develop experiences and events ● Uses vivid dialogue to show the response of characters to situations ● Uses concrete words and sensory details to make experiences and events come to life	● Uses narrative techniques, such as description to develop experiences and events ● Uses dialogue to show the response of characters to situations ● Uses concrete words and sensory details to convey experiences and events precisely	● Uses minimal or irrelevant descriptions of actions, thoughts, or feelings to describe experiences /events ● Uses dialogue to support plot ● Attempts to use concrete words and sensory details to describe experiences and events	● Uses little to no description of actions, thoughts, or feelings to describe experiences /events ● Does not use dialogue to support plot ● Fails to to use concrete words or sensory details
Language KAS: ⬜ L – 4.1 ⬜ L – 4.2 ⬜ L – 4.4	● Demonstrates creativity and flexibility when using conventions (grammar, punctuation, capitalization, and spelling) enhance meaning ● Uses purposeful and varied sentence structures	● Demonstrates grade level appropriate conventions; errors are minor and do not obscure meaning ● Uses correct and varied sentence structures ● Utilizes strong and grade-level appropriate word choice	● Demonstrates some grade level appropriate conventions, but errors obscure meaning ● Uses some repetitive yet correct sentence structure ● Utilizes vague or basic word choice	● Demonstrates limited understanding of grade level appropriate conventions, and errors interfere with the meaning ● Does not demonstrate sentence mastery

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	● Utilizes precise and sophisticated word choice			● Utilizes incorrect and/or simplistic word choice

KAS – Kentucky Academic Standards (C = Composition; L= Language)

Narrative Rubric, Grade 5

	4 (Above Grade Level)	3 (At Grade Level)	2 (Approaching Grade Level)	1 (Below Grade Level)
Focus/ Setting KAS: ☐ C – 5.3.a ☐ C – 5.3.b	● Responds skillfully to all parts of the prompt addressing task, purpose, audience ● Purposefully orients the reader by skillfully establishing a vivid situation (real or imagined) and introducing characters and/or a narrator	● Responds to all parts of the prompt addressing task, purpose, audience. ● Orients the reader by establishing a situation (real or imagined) and introducing characters and/or a narrator	● Responds to most parts of the prompt ● Establishes a situation (real or imagined) and attempts to introduce characters and/or a narrator	● Responds to some or no parts of the prompt ● Fails to establish a situation (real or imagined) and does not introduce characters and/or a narrator in a relevant way
Organization / Plot KAS: ☐ C – 5.3.b ☐ C – 5.3.d ☐ C – 5.3.f	● Coherently organizes a clear event sequence that skillfully reflects linear, nonlinear, or circular structure ● Skillfully connects a variety of transitional words, phrases, and clauses to manage the sequence of events ● Provides a conclusion that clearly follows from the narrated experience or events	● Organizes a clear event sequence that naturally reflects linear, nonlinear, or circular structure ● Uses a variety of conjunctions and transitional words, phrases, and clauses to manage the sequence of events ● Provides a conclusion that follows from the narrated experience or events	● Organizes some sequencing but might confuse the reader ● Uses some conjunctions and/or transitional words, phrases or clauses to manage the sequence of events. ● Attempts a conclusion that may or may not follow the narrated experience or events	● Does not sequence narrative in a logical order ● Uses few or no transitional words, phrases, or clauses to manage the sequence of events. ● Conclusion is not attempted or discernible
Narrative Techniques KAS: ☐ C – 5.3.c ☐ C – 5.3.e	● Uses creative descriptions of actions, thoughts, and feelings to develop experiences and events ● Uses vivid dialogue to show the response of characters to situations ● Uses concrete words and sensory details to make experiences and events come to life	● Uses narrative techniques, such as description and pacing, of actions, thoughts, and feelings to develop experiences and events ● Uses dialogue to show the response of characters to situations ● Uses concrete words and phrases, and sensory details to convey experiences and events precisely	● Uses minimal or irrelevant descriptions of actions, thoughts, or feelings to describe experiences /events ● Uses dialogue to support plot ● Attempts to use concrete words and sensory details to describe experiences and events	● Uses little to no description of actions, thoughts, or feelings to describe experiences /events ● Does not use dialogue to support plot ● Fails to to use concrete words or sensory details
Language KAS:	● Demonstrates creativity and flexibility when using conventions (grammar, punctuation, capitalization,	● Demonstrates grade level appropriate conventions; errors are minor and do not obscure meaning	● Demonstrates some grade level appropriate conventions, but	● Demonstrates limited understanding of grade level appropriate conventions, and

☐ L – 5.1 ☐ L – 5.2 ☐ L – 5.4	and spelling) enhance meaning ● Uses purposeful and varied sentence structures ● Utilizes precise and sophisticated word choice	● Uses correct and varied sentence structures ● Utilizes strong and grade-level appropriate word choice	errors obscure meaning ● Uses some repetitive yet correct sentence structure ● Utilizes vague or basic word choice	errors interfere with the meaning ● Does not demonstrate sentence mastery ● Utilizes incorrect and/or simplistic word choice

Narrative Rubric Grade   6

	4 (Above Grade Level)	3 (At Grade Level)	2 (Approaching Grade Level)	1 (Below Grade Level)
Focus/ Setting CCSS*: ☐ W – 3a ☐ W – 4	● Responds skillfully to all parts of the prompt ● Purposefully engages and orients the reader by skillfully establishing a vivid context and introducing characters and/or a narrator	● Responds to all parts of the prompt ● Engages and orients the reader by establishing a context and introducing characters and/or a narrator	● Responds to most parts of the prompt ● Might engage or orient the reader by establishing a context and introducing characters and/or a narrator	● Responds to some or no parts of the prompt ● Fails to engage or orient the reader by establishing a context and does not introduce characters and/or a narrator
Organization/ Plot CCSS: ☐ W – 3a ☐ W – 3c ☐ W – 3e ☐ W – 4	● Organizes a well-structured event sequence that unfolds logically and naturally ● Skillfully connects a variety of transitional words, phrases, and clauses to manage the sequence of events ● Provides a conclusion that clearly follows and reflects on the narrated experiences or events	● Organizes a clear event sequence that unfolds logically and naturally ● Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts ● Provide a conclusion that follows from the narrated experiences or events	● Organizes an event sequence that unfolds naturally but may not be logical ● Uses transition words, phrases, and/or clauses to convey sequence ● Provides a conclusion that is connected to the narrated experiences or events	● Event sequence unfolds unnaturally and/or illogically ● Uses few to no transition words, phrases, and/or clauses to convey sequence ● Provides no conclusion or one that is not connected to the narrated experiences or events
Narrative Techniques CCSS: ☐ W – 3b ☐ W – 3d	● Creatively uses narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters ● Sophisticated use of precise words and phrases, relevant descriptive details, and sensory language to convey rich experiences and events	● Uses narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters ● Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events	● Uses some limited narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters ● Attempts to use concrete words or phrases, descriptive details, and sensory language	● Uses few or no narrative techniques ● Fails to use concrete words or sensory details. Descriptive details, if present, are not concrete.
Language CCSS: ☐ L – 1 ☐ L – 2	● Uses purposeful and varied sentence structures ● Demonstrates creativity and flexibility when using conventions (grammar, punctuation, capitalization, and	● Uses correct and varied sentence structures ● Demonstrates grade level appropriate conventions; errors	● Uses some repetitive yet correct sentence structure ● Demonstrates some grade level appropriate conventions, but	● Does not demonstrate sentence mastery ● Demonstrates limited understanding of grade level appropriate conventions, and

	spelling) enhance meaning ● Utilizes precise and sophisticated word choice	are minor and do not obscure meaning ● Utilizes strong and grade-level appropriate word choice	errors obscure meaning ● Utilizes vague or basic word choice	errors interfere with the meaning ● Utilizes incorrect and/or simplistic word choice

*CCSS – Common Core State Standards alignment ("W" = Writing strand; "L"= Language strand)

7th/8th Grade Writing Rubric – Narrative (CCSS/KSA) Writing #3)

Criterion	5 – Advanced (above grade level)	4 – Proficient (at grade level)	3 - Basic	2 - Below Basic	1 - Far Below Basic
Focus/ Exposition CCSS -W: ☐ 3a ☐ 4	● The narrative, real or imagined, insightfully addresses all aspects of the prompt ● Purposefully engages and orients the reader by setting out a problem, situation, and establishing one or multiple point(s) of view ● Expertly introduces a narrator and/or characters	● The narrative, real or imagined, competently addresses all aspects of the prompt ● Engages and orients the reader by establishing a context and point of view ● Introduces a narrator and/or characters	● The narrative, real or imagined, superficially addresses all aspects of the prompt ● Attempts to engage or orient the reader by establishing a context and point of view ● Introduces a narrator and/or characters	● The narrative, real or imagined, partially addresses aspects of the prompt ● Might engage or orient the reader by establishing a context and point of view ● Attempts to introduce a narrator and/or characters	● The narrative, real or imagined, minimally addresses some aspect of the prompt ● Does not engage or orient the reader by establishing a context a point of view ● Does not introduce a narrator and/or characters
Organi-zation/ Plot CCSS – W: ☐ 3a ☐ 3c ☐ 3e ☐ 4	● Creates a smooth progression of experiences or events ● Skillfully uses a variety of techniques to sequence events so that they build on one another to create a coherent whole ● Provides a conclusion that clearly follows from and reflects on what is experienced, observed or resolved over the course of the narrative	● Organizes a clear event sequence that unfolds logically and naturally ● Uses a variety of transitional words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another ● Provides a conclusion that follows from and reflects on the narrated experiences or events	● Organizes an event sequence that unfolds naturally but may not be logical ● Uses a variety of transitional words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another ● Provides a conclusion that connects to the narrated experiences or event	● Organizes an event sequence but may not be logical ● Uses some transitional words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another (may be repetitive) ● Provides a weak conclusion that may not connect to the narrated experiences or events	● Event sequence unfolds unnaturally and/or illogically ● Uses few to no transition words, phrases, and/or clauses to convey sequence or time shifts ● Provides no conclusion or one that is not connected to the narrated experiences or events
Narrative Techniques CCSS -W: ☐ 3b ☐ 3d	● Skillfully uses a variety of narrative techniques such as dialogue, pacing, description, reflection, and multiple plot lines to develop experiences, events, and/or characters ● Sophisticated use of precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters	● Effectively uses a variety of narrative techniques such as dialogue, pacing, and description to develop experiences, events, and/or characters ● Uses precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events	● Adequately uses a variety of narrative techniques such as dialogue, pacing, and description to develop experiences, events, and/or characters ● Uses some descriptive details, and sensory language to convey experiences and events	● Uses limited narrative techniques, such as dialogue, pacing, and description to develop experiences, events, and/or characters ● Uses concrete words or phrases with limited use of descriptive details and sensory language	● Uses few to no narrative techniques ● Does not use sensory language or descriptive details

Language CCSS – L: ☐ 1 ☐ 2 ☐ 3	● Uses purposeful and varied sentence structure ● Contains minimal to no errors in conventions (grammar, punctuation, spelling, capitalization) ● Utilizes precise and sophisticated word choice	● Uses correct and varied sentence structure ● Contains few, minor errors in conventions ● Utilizes strong and grade-level appropriate word choice	● Uses mostly correct and some varied sentence structure ● Contains some errors in conventions which may cause confusion ● Usually utilizes grade-level appropriate word choice	● Uses limited and/or repetitive sentence structure ● Contains numerous errors in conventions which cause confusion ● Utilizes vague or basic word choice	● Lacks sentence mastery (e.g., fragments/ run-ons) ● Contains serious and pervasive errors in conventions ● Utilizes incorrect and/or simplistic word choice

9th /10th Grade Writing Rubric – Narrative (CCSS/KSA Writing #3)

Criterion	5 – Advanced (above grade level)	4 – Proficient (at grade level)	3 - Basic	2 - Below Basic	1 - Far Below Basic
Focus/ Exposition CCSS -W: ☐ 3a ☐ 4	● The narrative, real or imagined, insightfully addresses all aspects of the prompt ● Purposefully engages and orients the reader by setting out a problem, situation, or observation and its significance, and establishing one or multiple point(s) of view ● Expertly introduces a narrator and/or characters	● The narrative, real or imagined, competently addresses all aspects of the prompt ● Engages and orients the reader by setting out a problem, situation, and establishing one or multiple point(s) of view ● Introduces a narrator and/or characters	● The narrative, real or imagined superficially addresses all aspects of the prompt ● Attempts to engage or orient the reader by setting out a problem, situation, and establishing one or multiple point(s) of view ● Introduces a narrator and/or characters	● The narrative, real or imagined, partially addresses aspects of the prompt ● Might engage or orient the reader by setting out a problem, situation, and establishing one or multiple point(s) of view ● Attempts to introduce a narrator and/or characters	● The narrative, real or imagined, minimally addresses some aspect of the prompt ● Does not engage or orient the reader by setting out a problem, situation, and establishing one or multiple point(s) of view ● Does not introduce a narrator and/or characters
Organi- zation/ Plot CCSS – W: ☐ 3a ☐ 3c ☐ 3e ☐ 4	● Expertly creates a smooth progression of experiences or events ● Uses a variety of techniques to sequence events that build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution) ● Skillfully provides a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative	● Creates a smooth progression of experiences or events ● Uses a variety of techniques to sequence events that build on one another to create a coherent whole ● Provides a conclusion that clearly follows from and reflects on what is experienced, observed or resolved over the course of the narrative	● Experiences and events are somewhat connected ● Uses techniques to sequence events that build on one another to create a coherent whole ● Provides a conclusion that connects to the narrated experiences or event	● Progression of experiences or events may be confusing or disjointed ● Techniques do not build on one another to create a coherent whole ● Provides a weak conclusion that may not connect to the narrated experiences or event	● Event sequence unfolds illogically ● Does not use sequencing techniques to create coherence ● Provides no conclusion or one that is not connected to the narrated experiences or events
Narrative Techniques CCSS -W: ☐ 3b ☐ 3d	● Skillfully narrative techniques such as dialogue, pacing, description, reflection, and multiple plot lines to develop experiences, events, and/or characters ● Sophisticated use of precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters	● Effectively uses a variety of narrative techniques such as dialogue, pacing, and description to develop experiences, events, and/or characters ● Uses precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events	● Adequately uses a variety of narrative techniques such as dialogue, pacing, and description to develop experiences, events, and/or characters ● Uses some descriptive details, and sensory language to convey experiences and events	● Uses limited narrative techniques, such as dialogue, pacing, and description to develop experiences, events, and/or characters ● Uses concrete words or phrases with limited use of descriptive details and sensory language	● Uses few to no narrative techniques ● Does not use sensory language or descriptive details

Language	● Uses purposeful and varied sentence structure ● Contains minimal to no errors in conventions (grammar, punctuation, spelling, capitalization) ● Utilizes precise and sophisticated word choice	● Uses correct and varied sentence structure ● Contains few, minor errors in conventions ● Utilizes strong and grade-level appropriate word choice	● Uses mostly correct and some varied sentence structure ● Contains some errors in conventions which may cause confusion ● Usually utilizes grade-level appropriate word choice	● Uses limited and/or repetitive sentence structure ● Contains numerous errors in conventions which cause confusion ● Utilizes vague or basic word choice	● Lacks sentence mastery (e.g., fragments/ run-ons) ● Contains serious and pervasive errors in conventions ● Utilizes incorrect and/or simplistic word choice
CCSS – L: ☐ 1 ☐ 2 ☐ 3					

Criterion	5 – Advanced (above grade level)	4 – Proficient (at grade level)	3 - Basic	2 - Below Basic	1 - Far Below Basic
Focus/ Exposition CCSS -W: ☐ 3a ☐ 4	● The narrative, real or imagined, insightfully addresses all aspects of the prompt ● Purposefully engages and orients the reader by setting out a problem, situation, or observation and its significance, and establishing one or multiple point(s) of view ● Expertly introduces a narrator and/or characters	● The narrative, real or imagined, competently addresses all aspects of the prompt ● Engages and orients the reader by setting out a problem, situation, and establishing one or multiple point(s) of view ● Introduces a narrator and/or characters	● The narrative, real or imagined superficially addresses all aspects of the prompt ● Attempts to engage or orient the reader by setting out a problem, situation, and establishing one or multiple point(s) of view ● Introduces a narrator and/or characters	● The narrative, real or imagined, partially addresses aspects of the prompt ● Might engage or orient the reader by setting out a problem, situation, and establishing one or multiple point(s) of view ● Attempts to introduce a narrator and/or characters	● The narrative, real or imagined, minimally addresses some aspect of the prompt ● Does not engage or orient the reader by setting out a problem, situation, and establishing one or multiple point(s) of view ● Does not introduce a narrator and/or characters
Organi- zation/ Plot CCSS – W: ☐ 3a ☐ 3c ☐ 3e ☐ 4	● Expertly creates a smooth progression of experiences or events ● Adeptly uses a variety of techniques to sequence events that build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution) ● Skillfully provides a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative	● Creates a smooth progression of experiences or events ● Uses a variety of techniques to sequence events that build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution) ● Provides a conclusion that clearly follows from and reflects on what is experienced, observed or resolved over the course of the narrative	● Experiences and events are somewhat connected ● Uses a variety techniques to sequence events that build on one another to create a coherent whole or build toward a particular tone or outcome ● Provides a conclusion that connects to the narrated experiences or event	● Progression of experiences or events may be confusing or disjointed ● Techniques do not build on one another to create a coherent whole or build toward a particular tone or outcome ● Provides a weak conclusion that may not connect to the narrated experiences or event	● Event sequence unfolds illogically ● Does not use sequencing techniques to create coherence or build toward a particular tone or outcome ● Provides no conclusion or one that is not connected to the narrated experiences or events
Narrative Techniques CCSS -W: ☐ 3b ☐ 3d	● Skillfully narrative techniques such as dialogue, pacing, description, reflection, and multiple plot lines to develop experiences, events, and/or characters ● Sophisticated use of precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters	● Effectively uses a variety of narrative techniques such as dialogue, pacing, and description to develop experiences, events, and/or characters ● Uses precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey	● Adequately uses a variety of narrative techniques such as dialogue, pacing, and description to develop experiences, events, and/or characters ● Uses some descriptive details, and sensory language to convey	● Uses limited narrative techniques, such as dialogue, pacing, and description to develop experiences, events, and/or characters ● Uses concrete words or phrases with limited use of descriptive details and sensory language	● Uses few to no narrative techniques ● Does not use sensory language or descriptive details

		experiences and events	experiences and events		
Language CCSS – L: ☐ 1 ☐ 2 ☐ 3	● Uses purposeful and varied sentence structure ● Contains minimal to no errors in conventions (grammar, punctuation, spelling, capitalization) ● Utilizes precise and sophisticated word choice	● Uses correct and varied sentence structure ● Contains few, minor errors in conventions ● Utilizes strong and grade-level appropriate word choice	● Uses mostly correct and some varied sentence structure ● Contains some errors in conventions which may cause confusion ● Usually utilizes grade-level appropriate word choice	● Uses limited and/or repetitive sentence structure ● Contains numerous errors in conventions which cause confusion ● Utilizes vague or basic word choice	● Lacks sentence mastery (e.g., fragments/ run-ons) ● Contains serious and pervasive errors in conventions ● Utilizes incorrect and/or simplistic word choice

Opinion/Argumentative Rubrics:

Opinion/Argument Rubric, Grade K

	4 (Above Grade Level)	3 (At Grade Level)	2 (Approaching Grade Level)	1 (Below Grade Level)
Focus/ Opinion KAS: ☐ C – K.1.a	● Responds with all statements related to the prompt	● Responds with all statements, phrases, and/or drawing(s) related to the prompt	● Responds with most statements, phrases, and/or drawing(s) related to the prompt	● Responds with some or no statements, phrases, and/or drawing(s) related to the prompt
Organization KAS: ☐ C –K.1. (b.c.d.e)	● Introduces the topic effectively ● Identifies opinion in topic sentence effectively ● Provides reasons with details to support the opinion effectively ● Uses grade-appropriate transition/phrases effectively ● Provides a sense of closure	● Introduces the topic clearly ● Identifies opinion in a phrase or sentence ● Provides reasons with details to support the opinion ● Uses grade-appropriate transitions ● Provides a concluding idea	● Introduces the topic in a student-dictated phrase or sentence ● Identifies opinion in a student-dictated phrase or sentence ● Provides reasons on the opinion that may be unclear ● Uses few, if any, grade-appropriate transitions ● Provides a concluding idea that may by unclear	● Introduces the topic in drawings or not at all ● Identifies opinion in drawing(s) or not at all ● Identifies reasons for the opinion that is off-topic or may be missing ● Does not use any grade-appropriate transitions ● Does not provide a concluding idea
Language-Conventions of Grammar and Usage KAS: ☐ L – K.1	● Uses common nouns and verbs correctly ● Uses regular plural nouns by adding /s/ or /es/ correctly ● Produces interrogative sentences using who, what, where, when, why or how correctly ● Uses common prepositions correctly ● Produces complete sentences	● Uses common nouns and verbs mostly correctly ● Uses regular plural nouns by adding /s/ or /es/ mostly correctly ● Produces interrogative sentences using who, what, where, when, why or how mostly correctly ● Uses common prepositions mostly correctly ● Produces mostly complete sentences	● Uses common nouns and verbs correctly sometimes ● Uses regular plural nouns by adding /s/ or /es/ correctly sometimes ● Produces interrogative sentences using who, what, where, when, why or how correctly sometimes ● Uses common prepositions correctly sometimes ● Produces some complete sentences	● Uses common nouns and verbs incorrectly ● Uses regular plural nouns by adding /s/ or /es/ incorrectly ● Produces interrogative sentences using who, what, where, when, why or how incorrectly ● Uses common prepositions incorrectly ● Produces mostly incomplete sentences
Language – Conventions of Capitalization, Punctuation, and Spelling KAS: ☐ L –K. 2	● Capitalizes correctly and consistently with no errors: first word in a sentence, "I," and proper nouns ● Uses end punctuation consistently and correctly ● Uses conventional spelling for words with common spelling patterns	● Capitalizes correctly and consistently with a minor error: first word in a sentence and the pronoun "I" ● Uses end punctuation inconsistently but correctly ● Writes a letter or letters for most consonant and short-vowel sounds	● Capitalizes correctly and consistently with some errors: first word in a sentence and the pronoun "I" ● Uses end punctuation inconsistently and incorrectly ● Inconsistently writes letters for consonant and short-vowel sounds	● Capitalizes incorrectly with many errors ● Does not use end punctuation ● Writes letters with little to no sound/spelling correspondence of consonants and short vowels

	HW – K.1	Spells irregular and/or high-frequency words correctly • Prints all upper and lowercase letters and numerals correctly	• Spells simple words phonetically • Prints upper and lowercase letters and numerals mostly correctly	• Spells some simple words phonetically • Prints few upper and lowercase letters and numerals correctly	• Spells few to no simple words phonetically • Prints most upper and lowercase letters and numerals incorrectly

KAS– Kentucky Academic Standards C = Writing Comprehension L = Language

Opinion/Argument Rubric, Grade 1

	4 (Above Grade Level)	3 (At Grade Level)	2 (Approaching Grade Level)	1 (Below Grade Level)
Focus/ Opinion KAS: ☐ C – 1.1	• Responds skillfully with all statements related to the prompt • States an opinion that demonstrates an insightful understanding of topic/text	• Responds with all statements related to the prompt • States an opinion that demonstrates an understanding of the topic/text	• Responds with most statements related to the prompt • States an opinion that demonstrates limited understanding of the topic/text	• Responds with little or no statements related to the prompt • Does not state an opinion and/or demonstrates little to no understanding of topic/text
Organization KAS: ☐ C – 1.1.b ☐ C – 1.1.e ☐ C – 1.1.f	• Introduces the topic and states a strong opinion • Uses grade-appropriate transitions to effectively connect opinion and reasons • Provides a concluding statement	• Introduces the topic and states a clear opinion • Uses grade-appropriate transitions to connect opinions and reasons • Provides some sense of closure	• Introduces the topic and states an unclear opinion • Uses few transitions to connect opinion and reasons • Attempts some sense of closure	• Does not introduce the topic and/or opinion is missing • Uses no linking word(s) to connect opinion and reasons • Does not provide a sense of closure
Support/ Evidence KAS: ☐ RI – 1.1 ☐ C – 1.1.c	• Supports opinion(s) with two or more relevant facts and details	• Supports opinion with relevant reasons	• Supports opinion with minimal and/or irrelevant reasons	• Does not support opinion with relevant reasons
Language-Conventions of Grammar and Usage KAS: ☐ C – 1.1.d ☐ L – 1.1	• Uses common, proper and possessive nouns effectively • Uses verb tenses and plural nouns effectively, including irregular forms • Uses personal, possessive and indefinite pronouns effectively • Uses verbs to convey past, present, and future effectively • Uses frequently occurring adjectives effectively • Uses frequently occurring conjunctions effectively • Uses frequently occurring prepositions effectively • Produces simple declarative, interrogative,	• Uses common, proper and possessive nouns correctly • Uses singular and plural nouns with correctly matching verbs • Uses personal, possessive and indefinite pronouns correctly • Uses verbs to convey past, present, and future correctly • Uses frequently occurring adjectives correctly • Uses frequently occurring conjunctions correctly • Uses frequently occurring prepositions correctly • Produces simple declarative, interrogative, imperative and exclamatory sentences correctly	• Uses some common, proper and possessive nouns correctly • Uses some singular and plural nouns with correctly matching verbs • Uses some personal, possessive and indefinite pronouns correctly • Uses some verbs to convey past, present, and future correctly • Uses some frequently occurring adjectives correctly • Uses some frequently occurring conjunctions correctly • Uses some occurring prepositions correctly • Produces some simple declarative, interrogative, imperative and	• Uses common, proper and possessive nouns incorrectly • Uses few singular and plural nouns with correctly matching verbs • Uses few personal, possessive and indefinite pronouns correctly • Uses few verbs to convey past, present, and future correctly • Uses few frequently occurring adjectives correctly • Uses few frequently occurring conjunctions correctly • Uses few frequently occurring prepositions correctly • Produces few simple declarative,

	imperative and exclamatory sentences effectively		exclamatory sentences correctly	interrogative, imperative and exclamatory sentences correctly
Language – Conventions of Capitalization Punctuation, and Spelling KAS: ☐ L – 2 ☐ HW – 2	● Capitalizes correctly and consistently with no errors: first word in a sentence, "I," proper nouns, dates and titles ● Uses end punctuation correctly with no errors ● Uses commas in dates and to separate single words in sentences correctly with no errors ● Applies conventional sound/ spelling for words with common spelling patterns and frequently occurring irregular words with no errors ● Spells untaught words phonetically ● Prints all upper – and lowercase letters and numerals correctly	● Capitalizes correctly and consistently with a minor error: first word in a sentence, "I," proper nouns, dates and titles ● Uses end punctuation correctly ● Uses commas in dates and to separate single words in sentences correctly ● Applies conventional sound/ spelling for words with common spelling patterns and frequently occurring irregular words ● Spells untaught words phonetically ● Prints all upper – and lowercase letters and numerals correctly most of the time	● Capitalizes some first words in a sentence, "I," proper nouns, dates and titles ● Uses some end punctuation correctly ● Uses some commas in dates and to separate single words in sentences correctly ● Applies some conventional sound/ spelling for words with common spelling patterns and frequently occurring irregular words ● Spells some untaught words phonetically ● Prints some upper – and lowercase letters and numerals correctly most of the time	● Capitalizes few first words in a sentence, "I," proper nouns, dates and titles ● Uses few end punctuation correctly ● Uses few commas in dates and to separate single words in sentences correctly ● Applies few conventional sound/ spelling for words with common spelling patterns and frequently occurring irregular words ● Spells untaught words phonetically ● Prints upper – and lowercase letters and numerals incorrectly most of the time

KAS– Kentucky Academic Standards (C = Composition; RI =Reading – Informational Text; L= Language)

Opinion/Argument Rubric, Grade 2

	4 (Above Grade Level)	3 (At Grade Level)	2 (Approaching Grade Level)	1 (Below Grade Level)
Focus/ Opinion KAS: ☐ C- 2.1a ☐ C-2.1.b	• Responds skillfully to all parts of the prompt • States an opinion that demonstrates an insightful understanding of topic/text	• Responds to all parts of the prompt • States an opinion that demonstrates an understanding of topic/text	• Responds to most parts of the prompt • States an opinion that demonstrates limited understanding of topic/text	• Responds to some or no parts of the prompt • Does not state an opinion and/or demonstrates little to no understanding of topic/text
Organization KAS: ☐ C– 2.1.b ☐ C– 2.1.e	• Introduces the topic, states the opinion, and creates an organizational structure • Uses linking words and phrases to connect opinion to reasons • Provides a skillful concluding statement or section	• Introduces the topic and states a clear opinion • Uses linking words to connect opinion to reasons • Provides a concluding statement or section	• Introduces the topic and states an unclear opinion • Supplies reasons that may not all support the opinion • Uses at least one linking word but it may be incorrect or ineffective • Provides an unclear concluding statement	• Does not introduce the topic and/or does not state an opinion • Does not supply reasons to support the opinion • Uses no linking words • Provides no conclusion
Support/ Evidence KAS: ☐ RI –2.1 ☐ C- 2.1.c	• Supplies insightful reasons that support the opinion • Uses linking words and phrases skillfully to connect reasons to opinion	• Supplies reasons that support the opinion • Uses grade-appropriate linking words and phrases to connect ideas to connect reasons to opinion	• Supports opinion with minimal and/or irrelevant reasons • Uses some linking words to connect reasons to opinions, but simplistically or ineffectively	• Does not support opinion with relevant reasons • Uses no linking words
Language- Conventions of Grammar and Usage KAS: ☐ L – 2.1	• Uses a variety of prior and current grade-level pronouns correctly • Uses verb tenses and plural nouns correctly, including irregular forms • Uses a variety of adjectives and adverbs skillfully in sentence formation • Produces correct simple, compound, and complex sentences	• Uses prior and current grade-level pronouns correctly (e.g., I, me, my, they, them, their, myself) • Uses verb tenses and plural nouns correctly, including some irregular forms (e.g., is/was; child/children) • Uses adjectives and adverbs correctly in sentence formation • Produces correct simple and compound sentences	• Uses prior and current grade-level pronouns correctly some of the time • Uses some regular verb tenses and common plural nouns correctly • Uses some adjectives and adverbs correctly in sentence formation • Produces mostly correct and complete sentences	• Uses pronouns incorrectly or not at all • Uses verb tenses and plural nouns incorrectly • Uses adjectives and adverbs incorrectly in sentence formation or not at all • Produces mostly incorrect sentences
Language – Conventions of Capitalization, Punctuation, and Spelling KAS: ☐ L – 2.2	• Capitalizes correctly and consistently with no errors: first word in a sentence, "I," proper nouns, and titles • Uses commas, apostrophes, and end punctuation correctly all the time • Applies above grade-level spelling rules and patterns	• Capitalizes correctly and consistently with a minor error: first word in a sentence, "I," proper nouns, and titles • Uses commas, apostrophes, and end punctuation correctly most of the time • Applies grade-level spelling rules and patterns correctly (reference core	• Capitalizes correctly and consistently with some errors: first word in a sentence, "I," proper nouns, and titles • Uses commas, apostrophes, and end punctuation correctly some of the time • Applies some grade-level spelling rules and patterns	• Capitalizes incorrectly with many errors • Uses commas, apostrophes, and end punctuation incorrectly or not at all • Misapplies grade-level spelling rules through phonetic spelling; excessive errors interfere with readability

HW – 1.1 HW – 2.1	correctly, including irregular high-frequency words; no errors ● Print all upper-and lower-case letters and numerals with correct form ● Forms upper- and lower-case cursive letters correctly	sound/spelling resources); few to no errors ● Prints upper-and lower-case letters and numerals correctly most of the time ● Forms most upper- and lower-case cursive letters correctly	correctly; some errors and phonetic spelling interfere with readability ● Prints some upper-and lower-case letters and numerals with correct form ● Forms some upper- and lower-case cursive letters correctly	● Prints upper-and lower-case letters and numerals mostly incorrectly ● Forms few upper- and lower-case cursive letters correctly or not at all

KAS – Kentucky Academic Standards C = Composition; RI= Reading – Informational Text; L= Language

Opinion/Argument Rubric, Grade 3

	4 (Above Grade Level)	3 (At Grade Level)	2 (Approaching Grade Level)	1 (Below Grade Level)
Focus/ Opinion KAS: ☐ C – 3.1.a ☐ C – 3.1.b	● Responds skillfully to all parts of the prompt addressing task, purpose, audience ● States an opinion that demonstrates an insightful understanding of topic/text	● Responds to all parts of the prompt addressing task, purpose, and audience ● States an opinion that demonstrates an understanding of topic/text	● Responds to most parts of the prompt ● States an opinion that demonstrates limited understanding of topic/text	● Responds to some or no parts of the prompt ● Does not state an opinion and/or demonstrates little to no understanding of topic/text
Organization KAS: ☐ C – 1a ☐ C – 1c ☐ C – 1d ☐ C – 1	● Skillfully introduces the topic providing background information for the reader ● Organizes ideas and information into logical, coherent paragraphs that are clear to the reader ● Uses linking words and phrases skillfully to connect reasons to opinion	● Introduces the topic providing background information for the reader ● Organizes ideas and information into a logical organizational structure including introduction ● Uses grade-appropriate linking words and phrases to connect reasons to opinion	● Organizes ideas and information in an incomplete paragraph structure (e.g., missing conclusion) ● Uses some linking words to connect reasons to opinion but simplistically or ineffectively	● Organizes with no evidence of paragraph structure ● Uses no linking words
Support/ Evidence KAS: ☐ RI – 1 ☐ C – 3.1.c ☐ C – 3.6	● Supports opinion skillfully with substantial and relevant facts, details, and/or reasons ● Provides summary from experiences or information gathered and an explanation/analysis of how evidence supports reasons and opinion	● Supports opinion with relevant reasons and elaborate details to support opinion ● Summarizes information from experiences or information gathered to provide clear support of reasons	● Supports opinion with minimal and/or irrelevant reasons ● Provides some summary from experiences or information gathered to support reasons	● Does not support opinion with reasons ● Provides no or inaccurate summary from experiences or gathered information to support reasons
Language KAS: ☐ L – 3.1 ☐ L – 3.2 ☐ L – 3.4	● Demonstrates creativity and flexibility when using conventions (grammar, punctuation, capitalization, and spelling) to enhance meaning ● Uses purposeful and varied sentence structures ● Uses precise and sophisticated academic and domain-specific vocabulary	● Demonstrates grade level appropriate conventions; errors are minor and do not obscure meaning ● Uses correct and varied sentence structures ● Uses academic and domain-specific vocabulary appropriate for the audience and purpose	● Demonstrates some grade level appropriate conventions, but errors may obscure meaning ● Uses some correct but repetitive sentence structures ● Uses limited academic and/or domain-specific vocabulary for the audience and purpose	● Demonstrates limited understanding of grade level appropriate conventions, and errors interfere with the meaning ● Uses little to no correct sentence structure

	appropriate for the audience and purpose			• Uses no academic or domain-specific vocabulary

Opinion/Argument Rubric, Grade 4

	4 (Above Grade Level)	3 (At Grade Level)	2 (Approaching Grade Level)	1 (Below Grade Level)
Focus/ Opinion KAS: ☐ C – 4.1.a ☐ C – 4.1 b	● Responds skillfully to all parts of the prompt addressing task, purpose, and audience ● States an opinion that demonstrates an insightful understanding of topic/text	● Responds to all parts of the prompt addressing task, purpose, and audience ● States an opinion that demonstrates an understanding of topic/text	● Responds to most parts of the prompt ● States an opinion that demonstrates limited understanding of topic/text	● Responds to some or no parts of the prompt ● Does not state an opinion and/or demonstrates little to no understanding of topic/text
Organization KAS: ☐ C – 4.1.b ☐ C – 4.1.c ☐ C – 4.1.d ☐ C – 4.1.e	● Organizes ideas and information into purposeful, coherent paragraphs that include an elaborated introduction with clear thesis, structured body, and insightful conclusion ● Uses linking words, phrases, and clauses skillfully to connect reasons to opinion	● Organizes ideas and information into logical introductory, body, and concluding paragraphs ● Uses linking words and phrases appropriately to connect reasons to opinion ● Uses grade-appropriate transitions	● Organizes ideas and information in an attempted paragraph structure that includes a sense of introduction, body and conclusion ● Uses some linking words and/or phrases to connect reasons to opinion but simplistically	● Does not organize ideas and information coherently due to lack of paragraph structure and/or a missing introduction, body, or conclusion ● Uses no linking words or phrases
Support/ Evidence KAS: ☐ RI – 4.1 ☐ C – 4.1.c ☐ C – 4.6	● Supports opinion skillfully with substantial and relevant facts, details, and/or reasons ● Provides insightful explanation/analysis of how evidence from experiences or from print or digital sources supports opinion	● Supports opinion with relevant facts, details, and/or reasons ● Include relevant information from experiences or from print and digital sources	● Supports opinion with minimal and/or irrelevant facts, details, and/or reasons ● Includes minimal relevant information from experiences and/or from print or digital sources	● Does not support opinion with facts, details, and/or reasons ● Includes no information from experiences and/or from print of digital sources
Language KAS: ☐ L – 4.1 ☐ L – 4.2 ☐ L – 4.4	● Demonstrates creativity and flexibility when using conventions (grammar, punctuation, capitalization, and spelling) to enhance meaning ● Uses purposeful, correct, and varied sentence structures ● Uses precise and sophisticated academic and domain-specific	● Demonstrates grade level appropriate conventions; errors are minor and do not obscure meaning ● Uses correct and varied sentence structures ● Uses academic and domain-specific vocabulary appropriate	● Demonstrates some grade level appropriate conventions, but errors obscure meaning ● Uses some repetitive yet correct sentence structure ● Uses limited academic and/or domain-specific	● Demonstrates limited understanding of grade level appropriate conventions, and errors interfere with the meaning ● Does not demonstrate sentence mastery

	vocabulary appropriate for the audience and purpose	for the audience and purpose	vocabulary for the audience and purpose	● Uses no academic or domain-specific vocabulary

KAS – Kentucky Academic Standards (C = Composition; RI= Reading – Informational Text; L= Language)

Opinion/Argument Rubric, Grade 5

	4 (Above Grade Level)	3 (At Grade Level)	2 (Approaching Grade Level)	1 (Below Grade Level)
Focus/ Opinion* KAS: Ø C – 5.1.a Ø C – 5.1.b	· Responds skillfully to all parts of the prompt · States an opinion/argume nt/claim that demonstrates an insightful understanding of topic/text	· Responds to all parts of the prompt addressing task, purpose, and audience · States an opinion that demonstrates an understanding of topic/text	· Responds to most parts of the prompt · States an opinion that demonstrat es limited understandi ng of topic/text	· Responds to some or no parts of the prompt · Does not state an opinion and/or demonstrates little to no understanding of topic/text

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Organization KAS: Ø C – 5.1.b Ø C – 5.1.c Ø C – 5.1.e	· Organizes ideas and information into purposeful, coherent paragraphs that include an elaborated introduction with clear thesis, structured body, and insightful conclusion · Uses a variety of linking words, phrases, and clauses skillfully to connect reasons to opinion/argument/ claim	· Organizes ideas and information into logical introductory, body, and concluding paragraphs · Logically groups and orders ideas to support the writer's purpose · Uses linking words, phrases, and clauses appropriately to connect reasons to opinion	· Organizes ideas and information in an attempted paragraph structure that includes a sense of introduction, body and conclusion · Uses some linking words, phrases, or clauses to connect reasons to opinion but simplistically	· Does not organize ideas and information coherently due to lack of paragraph structure and/or a missing introduction, body, or conclusion · Uses no linking words, phrases, or clauses
Support/ Evidence KAS: Ø R1- 5.1 Ø C – 5.1.c Ø C – 5.1 Ø C – 5.6	· Supports opinion skillfully with substantial and relevant evidence · Provides insightful explanation/analysis of how evidence supports opinion	· Supports opinion with sufficient and relevant evidence · Provides clear explanation/ analysis of how evidence supports opinion	· Supports opinion with minimal and/or irrelevant facts, details, and/or reasons · Provides some explanation / analysis of how evidence supports opinion	· Does not support opinion with evidence and/or evidence is irrelevant or inaccurate · Provides no or inaccurate explanation /analysis of how evidence supports opinion

Language KAS: Ø L – 5.1 Ø L – 5.2 Ø L – 5.4	· Demonstrates creativity and flexibility when using conventions (grammar, punctuation, capitalization, and spelling) to enhance meaning · Uses purposeful and varied sentence structures · Uses precise and sophisticated academic and domain-specific vocabulary appropriate for the audience and purpose	· Demonstrates grade level appropriate conventions; errors are minor and do not obscure meaning · Uses correct and varied sentence structures · Uses academic and domain-specific vocabulary appropriate for the audience and purpose	· Demonstrates some grade level appropriate conventions, but errors obscure meaning · Uses some repetitive yet correct sentence structure · Uses limited academic and/or domain-specific vocabulary for the audience and purpose	· Demonstrates limited understanding of grade level appropriate conventions, and errors interfere with the meaning · Does not demonstrate sentence mastery · Uses no academic or domain-specific vocabulary

Opinion/Argument Rubric, Grade 6

	4 (Above Grade Level)	3 (At Grade Level)	2 (Approaching Grade Level)	1 (Below Grade Level)
Focus/ Opinion CCSS*: ☐ W – 1a ☐ W – 1b ☐ W - 4	● Responds skillfully to all parts of the prompt ● States an argument/claim/opinion that demonstrates an insightful understanding of topic/text	● Responds to all parts of the prompt ● States an argument/claim/ opinion that demonstrates an understanding of topic/text	● Responds to most parts of the prompt ● States an argument/claim/ opinion that demonstrates limited understanding of topic/text	● Responds to some or no parts of the prompt ● Does not state an opinion and/or demonstrates little to no understanding of topic/text
Organization CCSS: ☐ W – 1a ☐ W – 1c ☐ W – 1d ☐ W – 4	● Organizes ideas and information into purposeful, coherent paragraphs that include an elaborated introduction with clear thesis, structured body, and insightful conclusion ● Uses a variety of linking words, phrases, and clauses skillfully to connect reasons to argument/ claim/opinion	● Organizes ideas and information into logical introductory, body, and concluding paragraphs ● Uses linking words, phrases, and clauses appropriately to connect reasons to argument/ claim/opinion	● Organizes ideas and information in an attempted paragraph structure that includes a sense of introduction, body and conclusion ● Uses some linking words, phrases, or clauses to connect reasons to argument/ claim/opinion but simplistically	● Does not organize ideas and information coherently due to lack of paragraph structure and/or a missing introduction, body, or conclusion ● Uses no linking words, phrases, or clauses

Support/ Evidence CCSS: ☐ RIT – 1 ☐ W – 1b ☐ W – 9b	● Supports opinion skillfully with substantial and relevant evidence ● Provides insightful explanation/analysis of how evidence supports claim(s)	● Supports opinion with sufficient and relevant evidence ● Provides clear explanation/analysis of how evidence supports claim(s)	● Supports opinion with limited and/or superficial evidence ● Provides some explanation/analysis of how evidence supports claim(s)	● Does not support opinion with evidence and/or evidence is irrelevant or inaccurate ● Provides no or inaccurate explanation/analysis of how evidence supports claim(s)
Language CCSS: ☐ L – 1 ☐ L – 2	● Uses purposeful and varied sentence structures ● Demonstrates creativity and flexibility when using conventions (grammar, punctuation, capitalization, and spelling) enhance meaning ● Uses precise and sophisticated academic and domain-specific vocabulary appropriate for the audience and purpose	● Uses correct and varied sentence structures ● Demonstrates grade level appropriate conventions; errors are minor and do not obscure meaning ● Uses academic and domain-specific vocabulary appropriate for the audience and purpose	● Uses some repetitive yet correct sentence structure ● Demonstrates some grade level appropriate conventions, but errors obscure meaning ● Uses limited academic and/or domain-specific vocabulary for the audience and purpose	● Does not demonstrate sentence mastery ● Demonstrates limited understanding of grade level appropriate conventions, and errors interfere with the meaning ● Uses no academic or domain-specific vocabulary

*CCSS – Common Core State Standards alignment ("W" = Writing strand; "RIT"=Reading – Informational Text; "L"= Language strand)

7th/8th Grade Writing Rubric – Opinion/Argument (CCSS/KSA Writing #1)

Criterion	5 - Advanced	4 - Proficient	3 - Basic	2 - Below Basic	1 - Far Below Basic
Focus/ Claim CCSS -W: ☐ 1a ☐ 4	● Insightfully addresses all aspects of the prompt ● Introduces precise claim(s) in a sophisticated thesis statement.	● Competently addresses all aspects of the prompt ● Introduces reasonable claim(s) in a clear thesis statement	● Superficially addresses all aspects of the prompt ● Introduces claim(s) in a thesis statement	● Partially addresses aspects of the prompt ● Introduces superficial or flawed claim(s) in a weak thesis statement	● Minimally addresses some aspect of the prompt ● Fails to introduce a relevant claim and/or lacks a thesis statement
Organi- zation/ Structure CCSS – W: ☐ 1a ☐ 1c ☐ 1e ☐ 4	● Skillfully orients reader to topic(s) in introduction ● Thoroughly develops claim(s) with relevant body paragraphs ● Provides a meaningful and reflective conclusion which draws from and supports claim(s) ● Creates cohesion through skillful use of transition/linking words, phrases, and clauses within and between paragraphs ● Includes purposeful and logical progression of	● Orients reader to topic(s) in introduction ● Develops claim(s) with relevant body paragraphs ● Provides a conclusion that follows from and supports claim(s) ● Creates cohesion through transition/linking words, phrases, and clauses within and between paragraphs ● Includes logical progression of ideas	● Partially orients reader to topic(s) in introduction ● Superficially develops claim(s) with body paragraphs ● Provides a conclusion which repetitively or partially supports claim(s) ● Creates some cohesion through basic transition/linking words, phrases, and/or clauses within or between paragraphs	● Inadequately orients reader to topic(s) in introduction ● Inadequately develops claim(s) with minimal body paragraphs ● Provides an inadequate conclusion ● Uses limited and/or inappropriate transition/linking words, phrases, or clauses ● Includes uneven progression of ideas	● Fails to orient reader to topic(s) in introduction or introduction is missing ● Fails to develop claim(s) with body paragraphs ● Omits conclusion ● Uses few to no transition/ linking words, phrases, or clauses ● Includes little or no discernible organization of ideas

	ideas from beginning to end	from beginning to end	● Includes adequate progression of ideas from beginning to end	from beginning to end	
Evidence/ Support CCSS -W: ☐ 1b ☐ 9	● Provides substantial and pertinent evidence to support claim(s) ● Effectively integrates and cites credible sources and/or text evidence ● Convincingly refutes specific counter-claim(s)	● Provides sufficient and relevant evidence to support claim(s) ● Competently integrates and cites credible sources and/or text evidence ● Competently refutes specific counter-claim(s)	● Provides limited and/or superficial evidence to support claim(s) ● Ineffectively integrates or cites adequate sources and/or text evidence ● Minimally refutes specific counter-claim(s)	● Provides minimal and/or irrelevant evidence to support claim(s) ● Incorrectly integrates or cites sources and/or text evidence that may not be credible ● Acknowledges alternate or opposing claim(s)	● Provides inaccurate, little, or no evidence to support claim(s) ● Does not use or cite sources and/or text evidence ● Fails to acknowledge alternate or opposing claim(s)
Analysis CCSS-W: ☐ 1b ☐ 9	● Shows insightful understanding of topic or text ● Uses persuasive and valid reasoning to connect evidence with claim(s)	● Shows competent understanding of topic or text ● Uses valid reasoning to connect evidence with claim(s)	● Shows superficial understanding of topic or text ● Uses some valid and accurate reasoning to connect evidence with claim(s)	● Shows limited and/or flawed understanding of topic or text ● Uses limited, simplistic and/or flawed reasoning to connect evidence with claim(s)	● Shows no and/or inaccurate understanding of topic or text ● Reasoning is missing or does not connect evidence with claim(s)
Language CCSS – L: ☐ 1 ☐ 2 ☐ 3	● Uses purposeful and varied sentence structure ● Contains minimal to no errors in conventions (grammar, punctuation, spelling, capitalization) ● Strategically uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose	● Uses correct and varied sentence structure ● Contains few, minor errors in conventions ● Competently uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose	● Uses mostly correct and some varied sentence structure ● Contains some errors in conventions which may cause confusion ● Superficially uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose	● Uses limited and/or repetitive sentence structure ● Contains numerous errors in conventions which cause confusion ● Inadequately uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose	● Lacks sentence mastery (e.g., fragments/ run-ons) ● Contains serious and pervasive errors in conventions ● Fails to use academic and domain-specific vocabulary clearly appropriate for the audience and purpose

9th/10th Grade Writing Rubric – Argument (CCSS/KSA Writing #1)

Criterion	5 - Advanced	4 - Proficient	3 - Basic	2 - Below Basic	1 - Far Below Basic
Focus/ Claim CCSS – W: ☐ 1a ☐ 1b ☐ 1d ☐ 4	● Insightfully addresses all aspects of the prompt ● Introduces artful and precise claim(s) in a sophisticated thesis statement.	● Competently addresses all aspects of the prompt ● Introduces precise claim(s) in a clear thesis statement	● Superficially addresses all aspects of the prompt ● Introduces reasonable claim(s) in a thesis statement	● Partially addresses aspects of the prompt ● Introduces superficial or flawed claim(s) in a weak thesis statement	● Minimally addresses some aspect of the prompt ● Fails to introduce a relevant claim and/or lacks a thesis statement
Organi- zation/ Structure CCSS – W: ☐ 1a ☐ 1b ☐ 1c ☐ 1e ☐ 4	● Skillfully orients reader to topic(s) in introduction ● Thoroughly develops claim(s) with relevant body paragraphs ● Provides a meaningful and reflective conclusion which draws from and supports claim(s) ● Creates cohesion through skillful use of linking words, phrases, and clauses within and between paragraphs ● Includes purposeful and logical progression of ideas from beginning to end	● Orients reader to topic(s) in introduction ● Develops claim(s) with relevant body paragraphs ● Provides a conclusion that follows from and supports claim(s) ● Creates cohesion through linking words, phrases, and clauses within and between paragraphs ● Includes logical progression of ideas from beginning to end	● Partially orients reader to topic(s) in introduction ● Superficially develops claim(s) with body paragraphs ● Provides a conclusion which repetitively or partially supports claim(s) ● Creates some cohesion through basic linking words, phrases, and/or clauses within or between paragraphs ● Includes adequate progression of ideas from beginning to end	● Inadequately orients reader to topic(s) in introduction ● Inadequately develops claim(s) with minimal body paragraphs ● Provides an inadequate conclusion ● Uses limited and/or inappropriate linking words, phrases, or clauses ● Includes uneven progression of ideas from beginning to end	● Fails to orient reader to topic(s) in introduction or introduction is missing ● Fails to develop claim(s) with body paragraphs ● Omits conclusion ● Uses few to no linking words, phrases, or clauses ● Includes little or no discernible organization of ideas

Evidence/ Support CCSS – W: ☐ 1b ☐ 2b ☐ 9	● Provides substantial and pertinent evidence to support claim(s) ● Seamlessly and effectively integrates and cites credible sources and/or textual evidence ● Convincingly refutes specific counter-claim(s)	● Provides sufficient and relevant evidence to support claim(s) ● Competently integrates and cites credible sources and/or textual evidence ● Competently refutes specific counter-claim(s)	● Provides limited and/or superficial evidence to support claim(s) ● Ineffectively integrates and cites adequate sources and/or textual evidence ● Minimally refutes counter-claim(s)	● Provides minimal and/or irrelevant evidence to support claim(s) ● Incorrectly integrates or cites sources and/or textual evidence that may not be credible ● Acknowledges alternate or opposing claim(s)	● Provides inaccurate, little, or no evidence to support claim(s) ● Does not use or cite sources and/or textual evidence ● Fails to acknowledge alternate or opposing claim(s)
Analysis CCSS – W: ☐ 1b ☐ 9	● Shows insightful understanding of topic/text ● Uses persuasive and valid reasoning to connect evidence with claim(s)	● Shows competent understanding of topic/text ● Uses valid reasoning to connect evidence with claim(s)	● Shows superficial understanding of topic/text ● Uses some valid and accurate reasoning to connect evidence with claim(s)	● Shows limited understanding and/or flawed understanding of topic/text ● Uses limited, simplistic and/or flawed reasoning to connect evidence with claim(s)	● Shows no understanding of topic/text ● Reasoning is missing or does not connect evidence with claim(s)
Language CCSS – L: ☐ 1 ☐ 2 ☐ 3	● Uses purposeful and varied sentence structure ● Contains minimal to no errors in conventions (grammar, punctuation, spelling, capitalization) ● Strategically uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose	● Uses correct and varied sentence structure ● Contains few, minor errors in conventions ● Competently uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose	● Uses mostly correct and some varied sentence structure ● Contains some errors in conventions which may cause confusion ● Superficially uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose	● Uses limited and/or repetitive sentence structure ● Contains numerous errors in conventions which cause confusion ● Inadequately uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose	● Lacks sentence mastery (e.g., fragments/ run-ons) ● Contains serious and pervasive errors in conventions ● Fails to use academic and domain-specific vocabulary clearly appropriate for the audience and purpose

11th/12th Grade Writing Rubric – Argument (CCSS/KSA Writing #1)

Criterion	5 - Advanced	4 - Proficient	3 - Basic	2 - Below Basic		1 - Far Below Basic
Focus/ Claim CCSS – W: ☐ 1a ☐ 1b ☐ 1e ☐ 4	● Insightfully addresses all aspects of the prompt ● Introduces artful, precise, and knowledgeable claim(s) in a sophisticated thesis statement	● Competently addresses all aspects of the prompt ● Introduces precise, knowledgeable claim(s) in a clear thesis statement	● Superficially addresses all aspects of the prompt ● Introduces reasonable claim(s) in a thesis statement	● Partially addresses aspects of the prompt ● Introduces superficial or flawed claim(s) in a weak thesis statement		● Minimally addresses some aspect of the prompt ● Fails to introduce a relevant claim and/or lacks a thesis statement
Organi-zation/ Structure CCSS – W: ☐ 1a ☐ 1b ☐ 1f ☐ 4	● Skillfully orients reader to topic(s) in introduction ● Meticulously develops claim(s) with relevant body paragraphs ● Provides a meaningful and reflective conclusion which draws from and supports claim(s) ● Creates cohesion through skillful use of linking words, phrases, and clauses within and between paragraphs	● Orients reader to topic(s) in introduction ● Thoroughly develops claim(s) with relevant body paragraphs ● Provides a conclusion that follows from and supports claim(s) ● Creates cohesion through linking words, phrases, and clauses within and between paragraphs	● Partially orients reader to topic(s) in introduction ● Generally develops claim(s) with body paragraphs ● Provides a conclusion which repetitively or partially supports claim(s) ● Creates some cohesion through basic linking words, phrases, and/or clauses	● Inadequately orients reader to topic(s) in introduction ● Inadequately develops claim(s) with minimal body paragraphs ● Provides an inadequate conclusion ● Uses limited and/or inappropriate linking words, phrases, or clauses		● Fails to orient reader to topic(s) in introduction or introduction is missing ● Fails to develop claim(s) with body paragraphs ● Omits conclusion ● Uses few or no linking words, phrases, or clauses

			within or between paragraphs			
	● Includes purposeful and logical progression of ideas from beginning to end	● Includes logical progression of ideas from beginning to end	● Includes adequate progression of ideas from beginning to end	● Includes uneven progression of ideas from beginning to end		● Includes little or no discernible organization of ideas
Evidence/ Support CCSS – W: ☐ 1b ☐ 1c ☐ 2b ☐ 9	● Provides substantial and pertinent evidence to support claim(s) ● Seamlessly and effectively integrates and cites credible sources and/or text evidence ● Convincingly refutes specific counter-claim(s) ● Skillfully uses specific rhetorical devices to support assertions (e.g., logos, pathos, ethos)	● Provides sufficient and relevant evidence to support claim(s) ● Competently integrates and cites credible sources and/or text evidence ● Competently refutes specific counter-claim(s) ● Uses specific rhetorical devices to support assertions	● Provides limited and/or superficial evidence to support claim(s) ● Ineffectively integrates and cites adequate sources and/or text evidence ● Minimally refutes specific counter-claim(s) ● Uses some rhetorical devices to support assertions	● Provides minimal and/or irrelevant evidence to support claim(s) ● Incorrectly integrates or cites sources and/or text evidence that may not be credible ● Acknowledges alternate or opposing claim(s) ● Uses some rhetorical devices to support assertions with limited success		● Provides inaccurate, little, or no evidence to support claim(s) ● Does not use or cite sources and/or text evidence ● Fails to acknowledge alternate or opposing claim(s) ● Lacks rhetorical devices to support assertions
Analysis CCSS – W: ☐ 1b ☐ 9	● Shows insightful understanding of topic/text ● Uses persuasive and valid reasoning to connect evidence with claim(s)	● Shows competent understanding of topic/text ● Uses valid reasoning to connect evidence with claim(s)	● Shows simplistic understanding of topic/text ● Uses some valid and accurate reasoning to connect evidence with claim(s)	● Shows limited understanding of topic/text ● Uses limited, simplistic and/or flawed reasoning to connect evidence with claim(s)		● Shows no understanding of topic/text ● Reasoning is missing or does not connect evidence with claim(s)
Language CCSS – L: ☐ 1 ☐ 2 ☐ 3	● Uses purposeful and varied sentence structure ● Contains minimal to no errors in conventions (grammar, punctuation, spelling, capitalization) ● Strategically uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose	● Uses correct and varied sentence structure ● Contains few, minor errors in conventions ● Competently uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose	● Uses mostly correct and some varied sentence structure ● Contains some errors in conventions which may cause confusion ● Superficially uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose	● Uses limited and/or repetitive sentence structure ● Contains numerous errors in conventions which cause confusion ● Inadequately uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose		● Lacks sentence mastery (e.g., fragments/ run-ons) ● Contains serious and pervasive errors in conventions ● Fails to use academic and domain-specific vocabulary clearly appropriate for the audience and purpose